DOCUMENT RESUME

ED 055 168 VT 013 752

AUTHOR	Harris, Wilbert; And Others
TITLE	Handbook for Coordinators of Industrial Cooperative Training in Virginia's Public Schools.
INSTITUTION	Virginia State Dept. of Education, Richmond. Trade and Industrial Education Service.
PUB DATE	Jan 71
NOTE	98p.
AVAILABLE FROM	State Department of Education, Public Information Division, Ninth Street Office Building, Richmond, Virginia 23216 ($.75)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Advisory Committees; *Cooperative Education; Curriculum Development; Educational Facilities; Grading; *Guides; Instructor Coordinators; Program Evaluation; Responsibility; Secondary Education; Teaching Techniques; *Trade and Industrial Education; Youth Clubs

ABSTRACT

Designed as an administrative guide for Industrial Cooperative Training (ICT) Coordinators, this handbook was assembled to provide much of the information needed to operate a successful program. The guide includes the policies of the Trade and Industrial Education Service, curriculum outlines, duties and responsibilities of the coordinator and successful operational techniques. Major sections of the document include: (1) ICT Coordinator, (2) State Regulation, (3) Advisory Committee, (4) The Classroom, (5) Selecting Training Agencies, (6) Supervising Students on the Job, and (7) The High School Administrator's Responsibilities. Also included are checklists useful in evaluating programs. (JS)

ED055168

Handbook for Coordinators of Industrial Cooperative Training in Virginia's Public Schools

TRADE AND INDUSTRIAL EDUCATION
HEALTH OCCUPATIONS • TRADE PREPARATORY • TECHNICAL
ADULT SUPPLEMENTARY • INDUSTRIAL COOPERATIVE TRAINING •
VIRGINIA

VT013752

Trade and Industrial Education Service
Division of Vocational Education
State Department of Education
Richmond, Virginia 23216
January 1971

ED055168

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Handbook
for Coordinators
of Industrial Cooperative Training
in Virginia's Public Schools

FOREWORD

Many youth in Virginia, as in most of the nation, do not continue formal full-time education beyond the high school. At least six or seven out of every ten youngsters now in elementary schools have need of some type of vocational education during their high school years.

The Industrial Cooperative Training program is a branch of the total program of Trade and Industrial Education designed to provide a practical way for students to learn a trade or industrial-related occupation while attending high school. Emphasis is placed upon the method of obtaining skills and knowledge through actual on-the-job experiences.

To operate such a program efficiently, the I.C.T. coordinator needs a variety of competencies as well as a volume of information. This handbook has been assembled for the purpose of providing in one package much of the information needed to assist in operating a successful program.

Acknowledgements of those contributing to this publication will be found in a succeeding section. This office is grateful to all who helped and is most anxious to have this publication used by all coordinators and administrators in the interest of a better I.C.T. program to serve the youth of Virginia.

G. W. Swartz
State Supervisor
Trade & Industrial Education

PREFACE

This publication is designed to serve as an administrative guide to Industrial Cooperative Training Coordinators in the operation of their programs throughout Virginia. The I.C.T. Coordinator in each individual school is the key to the success of his program. The administrative guide is the result of many hours of discussion, deliberation and research on the part of a selected committee of experienced I.C.T. coordinators, teacher educators and trade and industrial state supervisory staff members.

The methods of program operation outlined in this publication are tried and proven and should be of great value to each I.C.T. coordinator in the administration of his program. The guide includes the policies of the Trade and Industrial Education Service concerning the I.C.T. program, curriculum outlines, duties and responsibilities of the I.C.T. coordinator and successful operational techniques.

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CHAPTER 1

THE I.C.T. COORDINATOR

The I.C.T. coordinator is a member of the high school faculty who has special training in the administration of an Industrial Cooperative Training program. He has certain specific duties in administering the I.C.T. program. Following is a breakdown of these duties:

Duties cencerning the student:

—Explains the I.C.T. program

—Recruits, selects, and counsels the student

—Determines student placements in suitable training agencies

—Prepares the student for interviewing and arranges student-employer interviews

—Arranges an effective training schedule and a definite wage scale

—Looks after the student's welfare on the job with periodic visits

—Sees that the student is given organized related instruction pertinent to his occupation and necessary for useful citizenship

—Offers educational, vocational, and personal guidance

—Encourages the student to actively participate in the student club activities

Duties concerning the school:

—Becomes an integral part of the total school program

—Establishes cooperative relations among the students, faculty, and administration

—Keeps the school administration informed of his coordination activities

—Maintains complete records of the students' progress

Duties concerning the employer:

—Makes the initial contact with the employer

—Assists the employer in making occupational and trade analyses

—Helps the employer stay informed of all labor laws pertinent to the I.C.T. program

—Organizes and provides leadership for any necessary advisory committees

—Assists the employer in any way possible in the student's work experience

Duties concerning the community:

—Creates a clear understanding of the objectives of the I.C.T. program

—Creates and maintains active public support

—Keeps the public informed of the progress of the program

—Keeps himself informed as to changing business and industrial trends

RESPONSIBILITIES — I.C.T. COORDINATOR

I.C.T. Coordinator

Administration	Teaching	Coordination	Guidance	Public Relations
Set up and make use of advisory committee. Make community surveys. Plan yearly budget for I.C.T. program. Plan for effective classroom materials and facilities. Plan VICA program of work for the year. Prepare necessary records and reports correctly and see that they are on time. Keep state office informed of developments in all five areas of responsibility. Maintain in files effective records of ICT students for follow-up and research purposes.	Plan course of study for I.C.T. I and II classes. Prepare assignment sheet for topics in general related units. Arrange for field trips and outside speakers. Set up film schedule for use with general related topics. Prepare passout sheets for general related study. Maintain up-to-date file of resource materials for both directly and general related training. Make daily lesson plans for I.C.T. classes. Keep up-to-date grade book for evaluation of student classwork progress.	Select cooperative, effective training agencies for students. Prepare a training plan for each student. Keep employer-trainer informed of I.C.T. program activities. Make periodic evaluations of student's progress on the job using a progress report. Make coordination visits to each student for the purpose of observations of training situations as well as student. Coordinate directly related study with student's work experiences. Visit the student's home to better understand the family situation.	Plan and conduct group guidance for sophomore classes. Conduct individual interviews with students expressing interest in I.C.T. program. Select students who have a definite occupational goal on the basis of the student's ability and the availability of the training opportunity. Coordinator to conduct personal and vocational counseling with I.C.T. student. Work with school guidance personnel in helping to plan I.C.T. student schedules.	Take advantage of every opportunity to explain the I.C.T. program to school, civic and business groups. Plan a yearly publicity calendar and see that news releases reach all media. Keep your school principal informed of the activities of your program as well as your superintendent. Participate in school functions. Involve as many fellow teachers as possible in I.C.T. activities. Participate in community affairs through membership in a civic club.

CHAPTER 2

STATE REGULATIONS

The Industrial Cooperative Training Program is a vocational part-time program, and as such, must abide by State plan regulations.

Regulations are set up to safeguard the expenditure of state and federal funds. Since vocational funds are appropriated for a specific kind of education, the regulations are a guarantee that programs are bona fide vocational education and that schools may be reimbursed for part of their costs.

State Plan Regulations

State Plan Regulations governing part-time cooperative classes are:

§ 102.79 *Part-time cooperative classes.* The following provisions apply to the use of funds under the plan for part-time cooperative classes (as defined in § 192.74) ;

(a) The class must be organized through voluntary cooperative agreements (preferably in writing) between the school and employers, which provide for legal employment of the students, an organized program of training on the job, and supplemental vocational instruction in school.

(b) The class must be composed entirely of persons meeting the minimum age requirement who are enrolled in a day school and legally employed in a trade and industrial pursuit. Those enrolled must have trade and industrial objectives in line with their employment on the job. Such persons enrolled in part-time cooperative classes are called student-learners. The class may be composed of student-learners all employed in the same or in different trade and industrial occupations. However, an individual student-learner may be employed and receive training in only one such occupation.

(c) For a student to be considered legally employed for the purpose of this section, his employment must be in conformity with federal, state and local employment laws and regulations. When employment is in establishments engaged in interstate commerce or in the production of goods for interstate commerce, such employment must be at least at the legal minimum wage, except where authorization is granted by the appropriate Regional Office of the Wage and Hour and Public Contracts Division by certificate for employment at a special minimum wage. In some occupations declared hazardous by

the U. S. Department of Labor, student-learners must be 18 years of age unless exemption is secured by appeal to the Secretary, U. S. Department of Labor. Student-learners in any case must receive a monetary wage commensurate with wages paid other employees doing similar work.

(d) Provision must be made for adequate coordination and supervision of the program and sufficient time must be provided for a coordinator to visit employees and student-learners on the job.

(e) State plans provide that the student-learner be employed for an average of not less than 15 hours per week during the school year, the major portion of such employment to be during the normal day school hours. This precludes a student attending school full-time and meeting the requirements for employment outside the normal day school hours.

(f) In a program covering two school years, an average of at least one regular class period per day must be devoted to related vocational instruction in classes limited to the cooperative group. In a program covering only one school year, an average of at least two regular class periods a day must be devoted to related vocational subjects in classes limited to the group. Sectional cooperative classes meeting these requirements are permitted as provided in § 102.47.[1]

One can see that the State Plan Regulations apply to both the school and the employer. Both have distinct obligations, which make it all the more imperative that the Industrial Cooperative Training Program be well coordinated and supervised.

Specifically, State Plan Regulations say:

1. The plan is a voluntary one between the school and the employer.
2. Student-learners are legally employed.
3. It is an organized, on-the-job training program.
4. Supplemental vocational instruction is to be given in the school.
5. Minimum age requirements for employment must be met.
6. Trade and industrial objectives in line with employment on job must be met.
7. Federal, state and local employment laws must be met.
8. Students working in interstate commerce must be paid the legal minimum wage except where they work under a

[1]U.S. Department of Health, Education and Welfare, *Administration of Vocational Education, Bulletin 1*, U.S. Government Printing Office, Washington, D. C., Revised 1958, p. 18-19.

learner permit. In intrastate employment, a wage commensurate to that paid other employees must be met.

9. Student learners must be employed an average of 15 hours per week.
10. Provision must be made for coordination and supervision of the program.
11. The major portion of employment is to be during the normal day school hours.
12. On a two-year program, student must receive related instruction one hour per day.

OPERATIONAL POLICIES FOR VIRGINIA'S INDUSTRIAL COOPERATIVE TRAINING PROGRAMS

1. It is important that all I.C.T. programs make use of an advisory committee in order to assure that training will be of high quality and in keeping with current labor market demands.
2. Regulations in keeping with the State Plan for Vocational Education have established the following policies in regard to class size in the I.C.T. program.
   a. In no case should there be more than 18 students in an I.C.T. related study class period. (This is necessary in order to effectively operate the supervised study of directly related materials.)
   b. The maximum student load for one I.C.T. coordinator shall be 35 students. This office will recommend and reimburse the salary of a second coordinator in cases where the demand for the program exceeds a maximum of 50 students and adequate training opportunities exist for these students. (This total student load per coordinator is based on the fact that 35 is the maximum number of students that can be effectively supervised in the on-the-job training area of I.C.T.)
   c. The number of I.C.T. related classes taught by a coordinator shall not exceed three. Including a period for planning, and guidance and counseling of I.C.T. students, this would mean that the coordinator would be involved in in-school I.C.T. activities for a maximum of four class periods. The remaining time in the school day is required for supervision of students on the job.
   d. The I.C.T. Coordinator is expected to operate a section or chapter of the Vocational Industrial Clubs of Virginia.

This is not an extra-curricular assignment but rather an integral part of the training of I.C.T. students.

e. In a full-time established I.C.T. program, the coordinator's schedule should include two or three classes of I.C.T., one planning period, afternoon supervision of student trainees, and operation of a VICA chapter or section.

f. An I.C.T. coordinator should not be assigned any duty that would conflict with the effective coordination and supervision of his program. This would exclude him from other teaching assignments, study hall, coaching, afternoon homerooms, and class sponsorship.

3. The selection of students for I.C.T. programs must be made on the basis of their occupational interest in trade, industrial, technical or health career opportunities and their aptitude for the performance required. Each student shall have directly related study materials concerned with the occupational area in which he is employed.
4. I.C.T. students must successfully complete both the classroom and the on-the-job training in order to receive two Carnegie units for the course. In no case shall less than two units of credit be given for the course.
5. I.C.T. is designed as a two-year course. We positively do not recommend any student being accepted into the program on a one-year basis unless the level of performance in the occupation is such that it is generally recognized that training can be completed in less than two years.
6. Each coordinator will be expected to report monthly on the progress of his program through the completion of the monthly report for I.C.T. coordinators.

STATE LABOR LAWS AFFECTING I.C.T. STUDENTS

All I.C.T. coordinators should obtain a copy of "Excerpts of Virginia Labor Laws—Employment Regulations Affecting Minors and Women" which may be secured by writing the Department of Labor and Industry, Ninth Street Office Building, P. O. Box 1814, Richmond, Virginia 23214. One section that will be of major interest to the I.C.T. program regards hazardous occupations.

Dangerous Machinery—Hazardous Occupations

Minors must be 18 years of age to operate or assist in the operation, cleaning, oiling or wiping of any dangerous machinery which includes certain power driven bakery and meat market equipment, power driven woodworking and metal forming, punching and shearing machines, power driven hoisting appara-

tus and certain power driven paper products machines, certain tree surgery equipment, power driven rotary mowers or power driven or drawn mowers, passenger and freight elevators and other machinery that may be deemed as dangerous by the Department of Labor and Industry.

Exceptions

1. Minors 16 years of age or over who have been indentured to serve a voluntary APPRENTICESHIP as provided by State Law, Title 40, Chapter 6 of the Code of Virginia, administered by the Department of Labor and Industry, may in course of their training period, operate or assist in the operation, cleaning, oiling or wiping of machines classified as dangerous.
2. When a STUDENT-LEARNER AGREEMENT has been filed, minors 16 years of age and over may be engaged in the operation, cleaning, oiling or wiping of dangerous machinery in connection with power driven woodworking machines, metal forming, punching or shearing machines and power driven paper products machines or any other similarly dangerous machinery designated by the Commissioner and such written agreement shall provide:
   a. That the work of such child shall be incidental to his training, shall be intermittent and for short periods of time and shall be under the direct and close supervision of a competent and experienced person;
   b. That safety instruction shall be given by the school and correlated by the employer with on-the-job training; and
   c. That a schedule of organized and progressive work processes to be performed shall have been prepared. Such written agreement shall set forth the name of the child so employed and shall be signed by the employer and the coordinator of schools having jurisdiction.
   d. Copies of such agreement shall be retained by the school and the employer, and a copy thereof shall be filed with the Departbent of Labor and Industry.

A Student Learner is certified with a work-training type of certificate in connection with coordinated work-training programs in the schools that they attend and such certificate may be revoked at any time it shall appear that reasonable precautions for the safety of such child have not been observed.

Work-training student learner agreement forms may be secured by writing to the address mentioned above in the first paragraph.

REGULATIONS GOVERNING THE EMPLOYMENT OF INDUSTRIAL COOPERATIVE TRAINING STUDENTS IN THE FIELD OF COSMETOLOGY

SECTION A. THOSE ENROLLED IN PRIVATE BEAUTY SCHOOLS

1. No I.C.T. student shall pay a tuition fee for instruction and receive high school credit for this instruction.
2. I.C.T. students may pay a materials fee not to exceed $100 for the entire two-year course.
3. The I.C.T. cosmetology student shall remain in the same private beauty school throughout the two-year I.C.T. program.
4. The I.C.T. coordinator may remove the student from any private school that unduly exploits the student or that becomes the type of environment that is detrimental to the young person's character. (It is assumed that this action will not be necessary if the placement is thoroughly investigated by the I.C.T. coordinator prior to student placement.)
5. The I.C.T. cosmetology student must be enrolled in the I.C.T. cosmetology program for two years; and regardless of the number of hours completed, will not be eligible to take the state board examination prior to May of the second year in I.C.T. (senior year).
6. It is the responsibility of the I.C.T. coordinator to maintain an accurate record of the student's hours of training in the cosmetology program. The coordinator shall submit a letter certifying these hours to the principal of the high school so that he will have a basis upon which to sign the student's application for license examination.
7. In no case shall the I.C.T. cosmetology student work more than 23 hours per week when school is in session. (This will include three hours each school day and up to eight hours on Saturday.) The hours completed by the I.C.T. cosmetology student during the summer after that student's first year of I.C.T. may be applied to the total hours of training. No hours shall be applied to I.C.T. credit that were completed prior to the first day the student attends the I.C.T. class after the beginning of the school session.

SECTION B. THOSE ENROLLED IN PRIVATE BEAUTY SALONS

1. The I.C.T. cosmetology student training in this subject area in private beauty salons shall be enrolled in the I.C.T. cosme-

tology program for a two-year period. This student will be eligible to take the state board examination no earlier than May of her senior year in the I.C.T. cosmetology program upon the completion of 2200 hours of training.

2. Students employed in private beauty salons must be paid an hourly wage equal to that of any other employee with similar experience.
3. Each private beauty salon must be approved by the State Department of Trade and Industrial Education for the training of I.C.T. students. (Enclosed is a copy of the approval form. The I.C.T. coordinator shall see that all conditions therein are met before placing a student in a private beauty salon and then make arrangements for approval of the shop by the Trade and Industrial Education Service.)
4. The I.C.T. coordinator shall keep an accurate record of the student's hours of training and submit a letter certifying the student's completion of the required 2200 hours to the principal of the high school so that he will have a basis upon which to sign the student's application for license examination.
5. Items 3, 4 and 7 from Section A. of this memo also apply to students enrolled in private beauty salons.

BEAUTY SHOP APPROVAL FORM

MINIMUM REQUIREMENTS FOR BEAUTY SHOPS OR SALONS TRAINING INDUSTRIAL COOPERATIVE TRAINING STUDENTS

Approved By:

1. There shall be sufficient working area for the use of each I.C.T. student. _____
2. Adequate instruments, supplies and materials shall be available to be used by the I.C.T. student. _____
3. Each salon or shop shall have the necessary equipment to adequately serve the public in the field of professional hairdressing. _____
4. All I.C.T. training shall be under the direct supervision of a person licensed by the Board as a registered professional hairdresser. _____

5. Each shop or salon shall comply with the rules and regulations promulgated by the Virginia State Board of Health governing the sanitary conditions in hairdressing establishments. _____

6. Each approved shop or salon shall be identified by an appropriate sign. _____

7. A sign shall be displayed in the work area of the I.C.T. students and shall read: "All work done at this station is performed by a student, whose work is supervised by a registered professional hairdresser." Such sign shall be over the signature of the registered professional hairdresser who is responsible for the training of the I.C.T. student.

8. The I.C.T. student must be provided with a cosmetology textbook approved by the State Board of Education.

9. The student's instructor/supervisor will cooperate with the local I.C.T. coordinator in arranging the student's course of study in cosmetology and submission of necessary reports.

10. The I.C.T. student must receive 2200 hours of training in cosmetology.

_____ has agreed to meet the requirements above in Items 6-10 and is approved by the Virginia Trade and Industrial Education Service as a training agency for I.C.T. students in the field of cosmetology.

_____ _____

I.C.T. COORDINATOR TRADE AND INDUSTRIAL EDUCATION SERVICE

_____

_____

SHOP'S NAME AND OWNER OR MANAGER

_____

DATE OF APPROVAL

CHAPTER 3

ADVISORY COMMITTEE

For many years, Industrial Cooperative Training coordinators have been encouraged to organize and use a representative local advisory committee in the development and operation of the I.C.T. program.

Employers and employees in the various industrial and technical trades have a vital interest in vocational education and have long considered training a necessary force in preparing new employees and maintaining skilled workers within the ranks of industry. These individuals should be consulted by coordinators when organizing and conducting their programs so that instruction may be organized and the learning directed to meet their objectives effectively. Their advice and counsel is needed in order to gain a more complete understanding of the desires, needs, and attitudes of management and labor in the community.

Preparing young people for employment is a cooperative enterprise shared by the school and the community. In order to assume its share of the obligation, the school must know what the employers of the community need and desire. Before employers can enthusiastically support the work of the school, they also must know what is being done. Advisory committees accomplish this by providing a link between the school and the community through which their activities are planned and coordinated.

OBJECTIVES OF AN ADVISORY COMMITTEE

An advisory committee composed of representatives of the industrial-business community working closely with the Industrial Cooperative Training coordinators should have the following objectives:

1. To provide a link between the local school I.C.T. program and the community whereby responsibility for training is truly a joint undertaking.
2. To provide the opportunity for I.C.T. coordinators to explain the objectives of the I.C.T. program and, through this representative group, to get it across to all businesses in the community.
3. To provide an opportunity to determine real training needs of the community and to build I.C.T. programs based on these needs.

4. To build interest and confidence in the I.C.T. programs of the community and to foster closer cooperation between the schools, community and industry.
5. To provide a medium through which the I.C.T. programs' objectives and accomplishments are publicized.
6. To provide help in solving community-wide employment and training problems pertinent to the I.C.T. programs.

FUNCTIONS OF AN ADVISORY COMMITTEE

Advisory committees function to counsel with and advise I.C.T. coordinators with respect to improving the industrial co-operative training programs. Specifically, the committee will be called upon to make recommendations concerning:

1. Training needs and training possibilities.
2. Public relations and publicity.
3. Instructional resource material.
4. Types of related instruction.
5. Liaison between school and community.
6. Post high school placements.
7. Follow-up graduates.
8. The drop-out problem.

MEMBERSHIP

The advisory committee should be composed of as good a cross section of industrial and technical businesses in the community as possible without becoming too large and cumbersome to be effective. The following points should be considered in selection:

1. Try to select individuals who have trained I.C.T. students.
2. Select members who have a sincere interest and belief in the true objectives of the program.
3. Select members who are accepted as leaders in their field and that others will listen to and respect.
4. Select members who will have time to attend committee meetings and participate in committee work.
5. Avoid those who may wish to use much to the committee's time for their own pet promotion schemes.
6. The superintendent or his representative should be appointed ex-officio members of the advisory committee.

EX-OFFICIO MEMBERSHIP

Ex-officio members are permanent members of the advisory committee. They may participate at all advisory committee functions; however, they have no vote.

Ex-officio members usually include the following:

Superintendent of Schools

Assistant Superintendents

Director of Instruction

High School Principals

Director of Vocational Education

Supervisor of Trade and Industrial Education

All Industrial Cooperative Training Coordinators involved with the advisory committee.

TERM OF MEMBERSHIP

A regular system of replacing members allows the committee a greater supply of new ideas and vigor. It also educates an increasing number of people with the objectives and accomplishments of the I.C.T. program.

Members should serve a term of either one or two years. With staggered replacement, there will always be experienced members serving. All members must be appointed with the approval of the school administration. Re-appointment may be made after a one-year period of committee retirement. Members should be duly recognized for their service, as there is of course no payment involved.

OFFICERS

The voting members of the advisory committee shall elect a chairman as their first order of business during their first meeting. *No ex-officio member may serve as chairman.*

The newly-elected chairman may appoint a recording secretary, corresponding secretary and treasurer. The I.C.T. coordinators are customarily given these duties.

All terms of office are for two years beginning September 1. Members' terms should be arranged so that committees are at full membership at all times; and at no time should there be an all new committee. Reappointment may be made after a one term waiting period.

MEETING DATES

There is no general agreement on the maximum number of meetings to be held each year or whether meetings should be scheduled at regular intervals or called as necessary. The I.C.T. coordinator might suggest to the chairman that a meeting be called or the chairman might call a special meeting.

If the advisory committee is to be effective, it must be given work to do. A committee should not be appointed if it is not to be used.

Meetings generally are held on a certain day of a specified week of the month so that members will reserve that date for meetings. Reminders should be sent to members approximately a week before the day of the meeting. If a special meeting is called, the date should be set far enough in advance to assure the best possible attendance.

PLANNING A PROGRAM

There must be definite planning for each meeting if the interest of the committee is to remain high. Meetings which lack organization are a great waste of everyone's time.

The I.C.T. coordinator should arrange some time with the chairman of the committee to plan an agenda for each meeting. The agenda should be well formulated and focused to the objectives of the committee. It is advisable to prepare copies for each member of the committee and mail the agenda out with the announcements of the committee meeting.

As the problems are discussed by the committee, good minutes of the meeting should be kept by the recording secretary. Remember if the action of the committee is worthwhile, then the action is worth recording.

The I.C.T. coordinator should assume the responsibility of seeing that the meeting place is ready for the meeting. Tables and chairs are preferred rather than student-type desks if a meeting is held in a school. Have copies of the agenda, have clean ash trays available and other items for a meeting available as needed.

CHAPTER 4

THE CLASSROOM

The type of facilities, equipment and supplies used in Industrial Cooperative Training will depend upon the type of learning activities that are to be conducted in the I.C.T. classroom.

Before discussing the work of the coordinator and the student-learners that is to be accomplished in the classroom, it is considered advisable to give some consideration to the size and type of classroom needed along with a suggested list of equipment and supplies.

The coordinator and the principal should select a large, well-lighted classroom and begin equipping it with the necessary furniture. Due to the type of instruction carried on in an I.C.T. program related class, it is necessary to equip the room with tables and chairs rather than the conventional type school room seat or desk.

Equipment Necessary

The necessary equipment, according to the general requirements of the State Plan, is as follows:

1. *Physical*
   a. Tables and chairs
   b. Chalk board
   c. Bulletin board space
   d. Chalk and erasers
   e. Typewriter, table and chair
   f. Duplicator, or access to one
   g. Teacher's desk
   h. Bookcases
   i. Magazine rack
   j. 4-drawer, locking letter files
   k. 5 x 7 card file
   l. Telephone
   m. Adding machine or access to one
   n. Tape recorder or access to one
   o. Film strip projector or access to one
   p. Record player or access to one
   q. 35 mm slide projector or access to one
   r. Overhead projector or access to one

s. Flannel board or access to one
t. Opaque projector or access to one
u. Safety glasses (if not provided by employer)
v. Tote tray cabinet

2. *Supplies*
   a. Stationery
   b. Stamps
   c. Duplicator supplies
   d. Paper, second sheets, carbon paper
   e. File cards and indexes
   f. File Folders and indexes

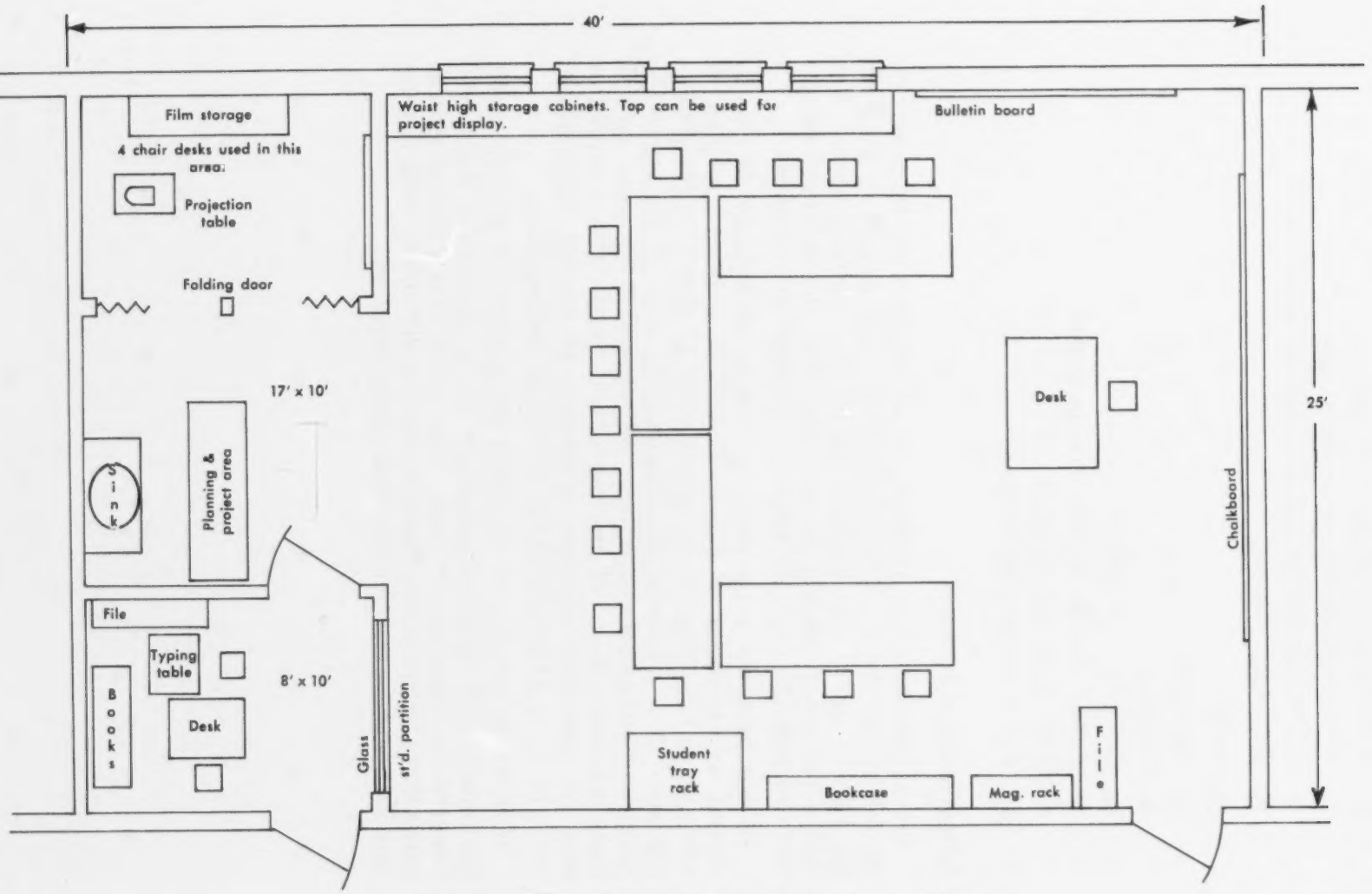
Arrangement of Furniture

The tables should be arranged in a U-shape with the chairs on the outside of the U. The coordinator's desk should be between the tips of the U and slightly outside the enclosed space. The tables and chairs should be so placed that the student-learners will not face the daylight entering through the windows.

As the program progresses, the many advantages of the U-shaped arrangement of furniture will be evident. A plan of arrangement of a typical co-op classroom is shown on the following page. It is a general plan followed by most of the operating programs, but as the coordinator proceeds with his work, he will make adjustments to fit the particular room. The coordinator may try grouping students according to related occupational areas or as an alternate to the U-shaped arrangement.

It should be pointed out that this discussion lists only the basic equipment and supplies necessary for a successful Industrial Cooperative Training program. The coordinator will find that he needs many other items which he can usually obtain with reasonable justification through his local administration.

INDUSTRIAL COOPERATIVE TRAINING CLASSROOM



Designed by R. E. Jolly—Drafting Instructor, Petersburg Vocational Center
Consultant—B. L. Baines, Assistant State Supervisor, Trade and Industrial Education, Virginia Department of Education, Richmond, Va.

CHAPTER 5

SELECTING STUDENT-LEARNERS FOR THE INDUSTRIAL COOPERATIVE TRAINING PROGRAM

The responsibility of selecting student-learners to participate in the Industrial Cooperative Training Program is the most important single duty of the coordinator.

To find the best young man or young lady to fit the job that is available and to find a training agency in some vocation for each of these students that will give them opportunities to develop their talents and abilities is no easy task. This, however, is the task that the coordinator must face.

All the accumulative evidence concerning each student-learner pointing to definite talents or just trends should be taken into consideration and carefully studied by the coordinator. If the student has outstanding ability or talents, coupled with a record of steady application, it is quite easy to make a wise decision.

The coordinator must select the right students to fit the job at hand; he must find students possessing such qualities, characteristics, and work habits as health, enthusiasm, loyalty, tact, initiative, judgment, the ability to get along with others, and the ability to solve problems—mostly practical. He must look for students who have all or most of these qualities or students who can develop them within a reasonable time.

School records are very helpful to the coordinator in making selections. The grades of the student and aptitude scores are valuable to the coordinator. The recorded opinions of teachers who have made observations are also most helpful.

In the summer, a visit to the homes of the students and an interview with their parents before placement is made is one of importance to the coordinator and frequently throws light on what should be done.

In carrying out the responsibility of selecting students for the program, the following points should be considered:

1. Students must be 16 years of age and have completed the tenth grade of school.
2. Students selected for participation in Industrial Cooperative Training should meet the qualifications for the occupation in which they will be trained.

3. Students selected for the Industrial Cooperative Training Program must be of good moral character.
4. The coordinator should be very careful to select students who are genuinely interested in the Industrial Cooperative Training program. The I.C.T. program is not to be considered just an employment agency.
5. Coordinators should be as certain as possible that the student can adapt himself to the occupation selected.
6. A testing program might help the coordinator make proper selection.
7. Secure opinion of teachers in school system and obtain references from people who know the prospective student.
8. Everything being equal, the student who has previously worked in some trade or occupation will make a good co-op student.
9. Parents must agree to trainee participating in Industrial Cooperative Training. Make use of a student-parent agreement.
10. Students should realize that they are preparing for a life career rather than working at a job for temporary financial assistance.
11. The coordinator should be careful not to jeopardize college-bound students' chances of enrolling in college. Care should be shown in examining courses taken to make sure the student will meet college requirements.

The coordinator needs to sell his program to the student body. If the program has been in operation for several years, students learn from the co-op student-learner about the program. Even in a program that has been in operation for a number of years, however, the coordinator must do everything possible to give information about the co-op program in order to attract desirable students.

Students may be selected for Industrial Cooperative Training by using the following methods for recruitment:

1. Group assemblies
2. Homeroom visitations
3. Booth in hall or cafeteria
4. Career Day
5. Students already with jobs

6. Personal contacts with students
7. Attend meetings of Future Nurses' of America, Radio Club, and other occupational interest clubs in school.

A suggested form for application is shown on the following page. It can be adapted to meet the needs of the individual coordinator. The Trade and Industrial Education Service makes available an application form for Industrial Cooperative Training Programs. (T.I. 10)

Industry can be of assistance in encouraging students to enroll in the Industrial Cooperative Training Program and in their selection. Graduates of the high school trained through the I.C.T. program often assist the coordinator in the selection of students.

Prospective students may be helped through the use of aptitude tests. The Virginia Employment Commission will assist in administering the General Aptitude Test Battery (GATB Test). Contact the nearest office of the Virginia Employment Commission to schedule testing of students.

A beginning coordinator has a much more difficult job of selecting students than one who has been on the job a year or more. The coordinator starting his second year of the co-op program should have had students, teachers, and others recommend students in the spring before school closes. He has also had an opportunity to discuss the program with prospective students and has had them fill out the necessary application forms.

Whether the coordinator is new or not, the following procedure has proven helpful:

1. Contact, in the spring, all tenth and eleventh grade students informing them about the Industrial Cooperative Training program.
2. Have all students interested fill out the application forms.
3. The records of all those applying are entered on the forms.
   (a) Permanent records are investigated for abilities, trends and aptitudes of students. Aptitude tests such as the GATB should be administered if such tests have not previously been given.
   (b) Absences and tardies of each of these students are checked on the forms.
   (c) Discipline records should be checked and recorded on the forms.

4. The Student-Parent Agreement forms should be signed by the students as well as the parents, employers, and co-ordinator.

5. In studying the student's permanent school records toward the selection of the co-op program, the coordinator should consider the following questions:

   (a) Is this student ready to represent our school on a job?

   (b) For what vocation is he best suited?

   (c) Has he any outstanding abilities or talents?

   (d) Does he prefer mental or physical activities?

   (e) Does he take corrections or instructions well?

6. Each student should be notified that he has been accepted for Industrial Cooperative Training. Acceptance should be made in advance of scheduling.

7. Pre-employment classes may be held during the summer prior to first year I.C.T. class.

8. With exceptions, students should all be working by the first two weeks of school. Students not working should have the opportunity to be rescheduled for classes on a full day basis.

SPECIAL PROBLEMS IN SELECTING STUDENTS

The coordinator is likely to run into many problems in selecting students for the co-op program. The degree of training the coordinator has received will have a great deal of influence in solving special problems successfully. A wise coordinator will discuss his problems with other coordinators and exchange ideas in general. A coordinator must use good common sense in dealing with problems.

The problems are many and varied. It may be a matter of pressure to get a student in the co-op program although information indicates his undesirability. The coordinator must be sure that administrators and guidance personnel understand that only students with certain qualifications can benefit from the program. Coordinators sometimes make trouble for themselves in order to keep the good will of the employers by trying to fill openings with students who they realize will not measure up to the desired standards. In the long run, anything but good public relations is secured from this policy.

The coordinator should take his time in selecting students. In most cases, particularly where the program has been operated

in such a way as to build good will and prestige, a great many more students will apply for the program than can be placed. A better program will result if the coordinator is discriminating and selective. Do not forget to be a human being but remain impartial. Diversification of occupations in the program makes for a more interesting class situation.

The importance of the guidance department must not be overlooked in the matter of selecting students. The coordinator should always work closely with the student's guidance counselor and always be consistent in his request for qualified students.

If possible, the coordinator may wish to take the counselor on visits where Industrial Cooperative Training students are working. This gives the counselor an opportunity to see the student-learner at work and to meet the employer and other employees. The counselor will get the idea that it really does take a good student for Industrial Cooperative Training and other vocational courses.

Form No. T. I. No. 10—6M—3-28-61

INDUSTRIAL COOPERATIVE TRAINING APPLICATION FOR ADMITTANCE

Home Room .....

Pupil's Name .....
Last First Age Date of Birth Height Weight Health

Pupil's Address ..... Tel. No. .....
Number Street

Father's Name ..... Occupation .....

Address .....

Mother's Name ..... Occupation .....

Address .....

What trade or occupation would you like to learn?

(List choice) ..... Second .....

SUBJECTS COMPLETED

First Year	Second Year	Third Year
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Do you intend to go to college? .....

Do you agree to a two-year training period if a junior, or one year if a senior? .....

In what extra-curricular activities have you taken part? .....

.....

Do you attend school regularly? ..... Times absent last term? .....

Reason .....

Have you ever worked before? ..... Where? (give employer's name, address and phone number) .....

.....

Give the name, address, and phone number of at least two other persons who have known you for six months or more .....

.....

.....

Opportunities are available to young people in the industrial and business establishments of our city, but only to those who are earnest in their efforts to receive training. If you are accepted in the Industrial Cooperative Training Program do you agree to put forth your best efforts in completing your training?

Signed .....
Student-Learner.

I consent to ..... entering the Industrial Cooperative Training Program and agree to cooperate with the school and training agency.

Signed .....
Parent or Guardian.

Below is a rating sheet to be filled out by fellow teachers that should be of much help to the coordinator in securing desired information concerning students making application for the Industrial Cooperative Training Program.

TEACHER'S RATING SHEET FOR INDUSTRIAL CO-OP APPLICANTS

Date .....

Student's Name .....

Please rate the student on the following:

	Excellent	Good	Fair	Poor
Standing in your course as to scholarship				
Loyalty to: Teacher, fellow students, and school				
Initiative—Is he resourceful?				
Dependability				
Personality				

1. Is this student qualified to represent our school on a job? .....

.....

2. For what vocation is he best suited? .....

.....

3. Has he any outstanding abilities or talents? .....

.....

4. Does he prefer mental or physical activities? .....

.....

5. Does he take corrections or instructions well? .....

.....

Additional Remarks: .....

.....

.....

TEACHER

POLICIES OF THE INDUSTRIAL COOPERATIVE TRAINING PROGRAM

Dear .....

..... has applied for admission to the Industrial Cooperative Training Program for the period beginning ..... and ending .....

Industrial Cooperative Training is one of many vocational education programs financed from local, state and federal funds which help to prepare high school juniors and seniors for permanent employment upon graduation in a chosen occupation or field of work. Briefly described, the program consists of:

1. A minimum of 15 hours each week must be spent in training on-the-job under the supervision of his employer and the I.C.T. coordinator; and the student must receive a monetary wage for his work.
2. During the year the student will receive approximately 90 hours of job related study and 90 hours of general related study under the supervision of the coordinator.
3. Each student shall be required to pay a minimum of ..... for the use of the necessary books, supplies and other expenses of the trade or occupation in which he is receiving training.
4. Each student is expected to enroll and actively participate in the local and state VICA for I.C.T. students as well as the annual employer-employee banquet.
5. No student will be permitted to change jobs during the time of training without prior approval of the coordinator.
6. Students absent from school will not be permitted to go to work.
7. Any student who fails classroom related study or on-the-job training fails the entire course. The coordinator reserves the right to remove the student from the job for failure to cooperate.
8. Upon satisfactory completion for one full year of Industrial Cooperative Training, two units of credit will be granted towards graduation requirements.

If you approve his/her entering and participating actively in all phases of this program as outlined herein, and agree to cooperate with the school and employer, please indicate by signing your name in the space indicated below.

Sincerely yours,

Signed ...., Coordinator
Parent or Guardian Industrial Cooperative Training

Date .... High School

FOR THE STUDENTS:

I realize that opportunities are available in the industrial and business establishments of our community only to limited numbers of deserving young people who are in earnest in their desire to receive training on the job. If I am accepted in the Industrial Cooperative Training Program, I agree to put forth my best efforts.

Date ..... Signed .....
Student

POSSIBLE TRAINING OPPORTUNTIES FOR I.C.T. STUDENTS

AIR CONDITIONING
- Heating
- Refrigeration

AIRPLANE ENGINE MECHANIC

AIRPLANE PRODUCTION WORKER
- Assembler
- Riveter
- Maintenance
- Service

AUTOMOBILE MECHANIC
- Auto Parts
- Body and Fender
- Farm Mechanic
- Garage—Gas Engine
- Ignition
- Service Station—Gas Engine
- Supervisor
- Tractor

BAKER

BARBER

BEAUTY OPERATOR
- Cosmetologist
- Manicurist

BOILERMAKER

BRICKMASON AND TILE SETTER
- Brick
- Concrete Block
- Monument
- Stone or Granite
- Tile

BUILDING TRADES WORKER
- Building Supply Estimator
- Glazier
- Insulator
- Linoleum Installer

BUILDING TRADES WORKERS—Cont.
- Roofer (Slate, tile, composition)
- Window Estimator
- Window Installer

CARPENTER AND WOODWORKER
- Assembler
- Boat Builder
- Cabinetmaker
- Carpenter
- Floor Layer
- Floor Finisher
- Finisher (Furniture)
- Lather
- Machine Operator
- Millwright
- Sander

COOK, COMMERCIAL
- Chef
- General
- Short Order

DENTAL MECHANIC
- Assistant
- Technician

DRAFTSMAN
- Architectural
- Engineering
- General
- Layoutman
- Loftsman
- Machine

DRIVER, LIGHT VEHICLE

ELECTRICIAN
- Appliance Repairman
- General, Commercial, Home
- Lineman
- Meter Repairman
- Motor Repairman

ELECTRICIAN—Cont.
- Parts Assembler
- Radio and TV Repairman
- Radio and TV Technician
- Telephone and Telegraph Repairman
- Turbine Operator

FIREMAN

FOODS TRADES WORKER
- Apiarist
- Cake Decorator
- Candymaker
- Counterman (cafeteria, restaurant)
- Creamery Operator
- Dietitian's Aide
- Ice Cream Maker
- Meat Cutter
- Poultry Processor
- Stockman

FOREMAN AND SUPERVISOR

FOUNDRYMAN
- Coremaker
- Molder

FLORIST
- Floral Designer

JANITOR
- Custodian

JEWELER—WATCH REPAIRMAN

LANDSCAPER

LAUNDERER—DRY CLEANER

LEATHERWORKER

LIBRARIAN'S ASSISTANT

MACHINIST
- General
- Machine Operator
- Machine Tool Operator
- Tool and Die Maker

MECHANIC—MAINTENANCE
- Building
- Dental Equipment Repairman
- General
- Gunsmith
- Instrument Repairman
- Locksmith
- Marine Equipment Mechanic
- Millwright
- Motorcycle Repairman
- Piano Tuner and Repairman
- Road Repairman
- Scale Repairman
- Truck—Freight

MECHANIC PRODUCTION
- Annealer, Temperer
- Asbestos Worker
- Auto Glass Installer
- Batterymaker
- Blake Greaser (razor company)
- Construction Machine Operator
- Coppersmith
- Electroplater
- Feed Mill Operator
- Flour Mill Operator
- Heat Treater
- Plastic Moulder
- Radio Control Operator
- Refinery Operator
- Stockman
- Telephone Operator
- Tire Recapper
- Theatre Projectionist

MECHANIC—SERVICE
- Automatic Coin Machines
- Elevator Mechanic
- Fuel
- Gasoline Pump
- General
- Office Machines
- Oil Burner

MECHANIC—SERVICE Cont.
- Neon Sign
- Sewing Machine
- Vending Machine

MINER
- Metal
- Coal

MORTICIAN

NEEDLE TRADES
- Bushelman
- Dressmaker
- Garmet Worker
- Power Sewer
- Milliner
- Seamstress
- Tailor

NURSING AIDE

PAINTER AND DECORATOR
- Automobile
- Interior Decorator
- Painter (General)
- Sign

PATTERNMAKER

PETROLEUM PRODUCTION AND PROCESS OPERATOR

PHOTOGRAPHER
- General
- Television

PLASTERER

PLUMBER
- General
- Pipefitter
- Steamfitter

PRINTER
- Art Layoutman
- Bookbinder

PRINTER—Cont.
- Compositor
- Commercial Artist
- Electrotyper
- General
- Embosser
- Linotype Operator
- Lithograph Artist
- Photo-engraver
- Paper Cutter
- Stockman and Shipper
- Teletype Operator

PUBLIC UTILITIES MAINTENANCE

RECREATION AIDE

SERVICE—DOMESTIC
- Housekeeper
- Nursemaid

SERVICE—PERSONAL
- Hospital Attendant
- Laboratory Assistant
- Optical Mechanic
- Orthopedic Technician
- Occupational Therapist
- Massager
- Physical Therapist
- Veternarian Assistant
- X-ray Technician

SHEET METAL WORKER

SHOE REPAIRMAN

STEEL—STRUCTURAL—IRONWORKER
- Blacksmith
- Ornamental Iron Worker
- Forger

SAWMILL WORKER
- Checker
- Grader
- Scaler
- Tallyman

TEXTILE WORKER
- Bobbin Mechanic
- Doffer
- Drawer
- Dyer
- Folder
- Flyer
- Finisher
- General
- Inspector
- Loom Cleaner
- Loom Fixer
- Packer
- Quiller
- Machine Fixer

TEXTILE WORKER—Cont.
- Research
- Sanforizor
- Stockman—Shipper
- Twister
- Weaver
- Winder

UPHOLSTERER
- Automobile
- Furniture
- Seat Cover Installer

WAREHOUSE ASSISTANT

WELDER

CHAPTER 6

SELECTING TRAINING AGENCIES

One of the first duties of the coordinator is to select training agencies in which the Industrial Cooperative Training program student-learners may receive training. This responsibility involves (1) an occupational survey of the community and (2) the kind of training agencies desired. Co-op students must be placed in some trade or industrial occupation.

MAKING AN OCCUPATIONAL SURVEY

One of the most important responsibilities of the coordinator is that of making an occupational survey. There are two ways in which this survey may be conducted, and both are important to the success of an Industrial Cooperative Training program.

The first survey which should be made by the coordinator, especially in the establishment of a new program, is one to determine the occupations available in his particular community. The coordinator should contact various employers in the community and arrange an appointment. At this meeting he could present and explain the I.C.T. program. It is at this meeting that he should determine the various trades and industrial employees the employer will need, what type of training can be provided for the student-learner, the prospects for the business becoming a training agency and the projected needs of the employer in the near future.

The second type of occupational survey is one which should be made by each coordinator before the beginning of each school year. After having interviewed the students who will be new to this program the following year, it is the coordinator's responsibility to survey the businesses of his community to try to find a training agency which will be able to provide training desired by the student-learners. Once this training agency has been established, the coordinator should then begin procedures for placing the student-learner in that station.

Because of the many businesses and businessmen the coordinator will contact, it is very important that a record be kept of each prospective training agency. This can be done by use of a survey card on which the coordinator can keep all information pertaining to a particular business which he feels is important.

FRONT VIEW

INDUSTRIAL COOPERATIVE TRAINING

Form ICT 2

Building Trades

SURVEY CARD

Job Classification

As evidence of sufficient interest to establish a new ICT program submit one copy from each training agency surveyed to the Industrial Education Service.

Minimum Age ___x___ (Girl) ___16___ (Boy)

Firm Acme Construction Company Address 111 New Street

Nature of Bus. or Industry Contractors Phone 666-6666

Contact Person(s) Mr. George Bass Title Vice President

Mr. Carl Wells Title General Superintendent

Interested in becoming a training agency ___x___ (Yes) _____ (No) _____ (Somewhat)

Job Classification(s) carpenters, masons, general helpers

No. of Potential Student-Learners ___3___ (Give No.)

Transportation Problems: ___x___ (None) _____ (Yes) Explain, if yes _____

First Contact Date September 14, 1968

Last Contact Date 10/12/68, 3/3/69, 5/2/69, _____, _____, _____, _____

BACK VIEW

Approximate No. of Employees in T & I Occupations 63 (Give No.)

Does Firm Have Organized Training Program? No (Yes) _____ (No)

Does Program Include Manipulative Instruction NA (Yes) _____ (No); Related Instruction NA (Yes) _____ (No)

Does Firm Use Apprentices? x (Yes) _____ (No)

Other I. C. T. Programs Using Training Agency Troy High School (School) _____ (School)

Other Cooperative Part-time Programs Using Agency _____ (D. E.) x (V. O. T.)

Other Potential Job Opportunities Draftsman

Previous I. C. T. Trainees:

Name Cecil Thomas School Year 1969 - 1970 I. C. T. Grade C+

Name Mike Beem (Troy High School) School Year 1968 - 1969 I. C. T. Grade B

Name _____ School Year 19__ - 19__ I. C. T. Grade _____

Employer's Remarks: Very interested in brickmason trainees

COMMENTS: Cooperates well with program Signature _____ (Coordinator)

Selecting Training Agencies

In selecting training agencies, the coordinator must bear in mind that the trade or occupation should have two years of training possibilities.

The following points summarize the kind of training agencies desired:

1. Only those training agencies which have jobs that offer sufficient number of hours of training should be selected. (A minimum of 15 hours per week during the school year.)
2. The training agency should have the necessary facilities to provide the necessary training.
3. The training agency must not be a place that might have a bad moral influence.
4. The training agency should be accessible.
5. The training agency must not be injurious to the health of the trainee.
6. The personnel of the agency and their training should be considered.
7. The prestige of the agency in the community should be considered.
8. The possibility of permanent employment should be considered.
9. It must be understood that trainees will not displace a regular worker.
10. The training agency should be of a type that pays adequate wages to full time workers.
11. Stability of employment should be a factor in selecting the training agency.
12. Competent employers who will cooperate and maintain cordial relations with the school should be selected.

The coordinator should not overlook new industries moving into the community. While most new plants are anxious to get into production, the management recognizes the fact that a tremendous training program is ahead. Since management is thinking of training, it might be glad to cooperate with the school in a training program.

Any new industry in a community is in competition for desirable workers with older plants. The coordinator can do a

good selling job pointing out that students training through the Industrial Cooperative Training program will give the plant intelligent workers on a permanent basis in a short time. Most new plants begin early to look for potential supervisors and their management should know that students trained in their plan under the co-op program is one of the better sources of finding employees capable of going up in the organization.

It may be well for the coordinator to use a check sheet to assist him in determining if a potential training agency measures up to requirements for the placement of a co-op student. The sheet would, of course, be kept confidential since the name of the establishment is on it.

TRAINING AGENCY CHECK SHEET

Establishment ..... Address .....

Factors

	Excellent	Good	Fair	Poor
1. Opportunity for Permanent Employment				
2. Training Facilities				
3. Accessibility				
4. Type of Personnel				
5. Stability of Employment				
6. Wages of Employees				
7. Standing in Community				
8. Promotion Policy				
9. Working Conditions (Health and Hazards)				
10. General Influence				
Column Totals				
Multiplied by	10	7	4	0
Column Product				
TRAINING AGENCY SCORE—				

In order for the coordinator to use the check sheet more intelligently, an explanation of the factors used is given:

1. *Opportunity for permanent employment*—It is highly desirable that the training agency be in position to give the trainee permanent employment at the completion of the training program. Expanding business would rate high on this factor; overcrowded businesses or occupations gradually passing out would rate low.

2. *Training facilities*—To give all round training, the agency must have sufficient facilities in respect to machines, tools, equipment, etc. In addition, the type of occupation included in the program should be one that has a recognized learning period of two years or more.

3. *Accessibility*—Everything else being equal, the training agency must be in reasonable distance of accessibility to the trainee. A training agency desirable in other respects may score low on this if it is five or six miles from the school or the trainee's home, unless adequate bus service is available or the trainee has a car.

4. *Type of personnel*—Since the training is on-the-job and instruction is given by the personnel in the training agency, the personnel should be above the ordinary. They should be thoroughly competent in the skill and technical aspects of the trade or occupation. Also, they should take pleasure in and cooperate with the training program.

5. *Stability of employment*—The training agency should have a reputation of continuous operation. It should be one which has a record of no layoffs, closedowns, lockouts, or extensive periods of curtailment.

6. *Wages of employees*—The agency should be one that pays adequate wages to its employees. Wages should at least be comparable to those paid in the same or similar occupations in the community.

7. *Standing in the community*—The agency should have the respect of the people in the community. It should be known as a fair, honorable, dependable establishment. It should be one that the community is glad to have in its borders.

8. *Promotional policy*—Agencies that make it a policy to train and promote their own personnel would score high on this factor. This type agency offers good possibilities for keeping its better personnel and morale is usually high in such establishments.

9. *Working conditions*—The agency should have a good record of accident prevention. It should be one that also presents few, if any, conditions that might affect the health and safety of workers.

10. *General influences*—This factor considers the all round moral influence of the agency on the trainee, its participation in civic affairs and the attitude it takes toward the welfare of its personnel and its community.

CHAPTER 7

STUDENT'S SCHOOL AND JOB SCHEDULE

An important part of the Industrial Cooperative Training Program is the schedule of school work and job experience of the student-learners participating in the program. It will be necessary for the school to make some concessions, in many instances, to arrange a satisfactory schedule. Schools unwilling to make concessions are not ready for the Industrial Cooperative Training program. The coordinator has a very definite responsibility in making out schedules. The following factors should be considered.

Student's Schedule of Work

A. On Job

1. The trainee has a definite work training plan. It is important that the trainee has good attendance every day.
2. The trainee should work not less than three hours per day. A major portion of his work must be done during the normal school day. Trainee should work a minimum of 15 hours and a maximum of 28 hours per week unless there is a specific circumstance.
3. The work schedule is arranged by the coordinator and the employer and a student work training plan should be developed by both.
4. Sufficient time should be allowed that student-learner can get to lunch and to his job between the end of his class day and time to begin his work schedule.
5. Student learners must comply with rules and regulations of the organization where they are employed.
6. All students under 18 are required to have a work permit.

B. In School

1. The school schedule demands the cooperation of the coordinator, guidance counselor, principal and other teachers in the system.
2. The student's schedule must meet the state requirements in regard to number of units for high school graduation.

3. It is desirable that the related class be scheduled during the last period of the co-op student-learner's school day so that it will be his last period before meeting his work schedule.
4. All required school work should be scheduled so as to allow trainees to complete it early in the school day.
5. Participation in the co-op program makes it difficult for the student to participate in some extra-curricular activities of the school.
6. The coordinator and guidance counselor should advise the student-learners of the courses to take in the regular school curriculum.

In making out a student-learner's schedule, the coordinator and guidance counselor should plan every detail carefully. Some employers may want a student-learner to train in the morning. Since 15 hours per week must be spent on the job, this may present a problem in a student scheduling his work day. It at all possible, the coordinator would do well to have all work experience performed in the afternoon.

The coordinators and guidance counselors should be very careful in arranging the schedule. No sample schedules are offered as these schedules vary too much from school to school. The following check points should help the coordinator form his scheduling into the framework of his particular system.

Preliminary Steps to Carry Out the Responsibility

1. Become familiar with
   a. Federal requirements
   b. State plan
   c. Local board requirements
   d. School administration policy
2. Have a thorough knowledge of
   a. School curriculum
   b. School schedule of classes
   c. Faculty personnel
   d. School physical facilities

3. Secure from training agency information in regard to
   a. Hours of work on each day
   b. Hours permitted for part-time workers to student-learners
4. Become familiar with Labor Laws
   a. State
   b. Federal

General Requirements

1. Student-learners must spend as much time in regular employment as in regular classes.
2. State Plan requires as a minimum:
   a. 15 hours per week on the job
   b. One-half a day in school and one-half on his job training
3. Coordinators should understand his responsibilities for related instruction.

Detailed Steps to Carry Out These Responsibilities

1. Arrange with the principal for related instruction periods
   a. Establish authority to properly schedule a student-learner's classes.
   b. Schedule classes in morning hours.
   c. Have student-learners dismissed at noon hour, if possible.
   d. Schedule coordinator's instruction in two consecutive periods if possible.
2. Training agency should agree to the following requirements (See sample employer agreement at end of chapter.)
   a. For student-learner to spend three or four hours on job each day.
   b. For exact time period on job training in afternoon.
   c. For early morning hours of job training in *special cases.*
   d. Include these requirements in employer's agreement.

3. Student-learner should agree to the following requirements. (See sample parent-student agreement at end of chapter.)
   a. An exact schedule of related instruction.
   b. An exact schedule of work on the job.
   c. Guidance in the selection of his other school subjects.
   d. Signing of the parent-student agreement.
4. Arrange with parent (see sample parent-student agreement at end of chapter)
   a. Complete agreement as to student-learner's work schedule.
   b. Understand agreement as to school schedule and nature of school instruction.
   c. Signing parent-student agreement.

Special Problems

1. Understanding of the I.C.T. program on the part of principal and faculty.
2. Advantageous scheduling on related instruction.
3. Dismissal schedule of student-learners.
4. Arranging time period on job to fit the interests of the employer and the student-learner.
5. Avoiding overworking student-learners.
6. Avoiding night work of the student-learner.
7. Having student-learners and employers realize desirability of two years training in most occupations.
8. Having student-learners and parents realize that time spent in the co-op program is definite vocational training.
9. Scheduling academic work along with industrial co-op program in order to make college entrance possible if the need is realized later.
10. Make sure job experiences are meaningful.

Student-learners in the Industrial Cooperative Training program must usually forego participation in the athletic program of the school. It is difficult for a student-learner to play football, for instance, and be in the co-op program. Once in a while an

employer is a rabid football fan and is willing to make most any kind of concession so far as work experience is concerned if the trainee plays football. One must be extremely careful of this and insure that this happens only in exceptional cases. There is a great deal of danger in compromising policies one semester and attempting to enforce them strictly in another. If basketball practice is at night and the games are at night, it is possible for the student-learner to be on the basketball squad. However, trips from the local community may interfere with work experience.

Caution should be taken that the student's total schedule does not jeopardize his success on the work program.

Coordinator's Work Time and School Time

Some school administrators and teachers dislike having students leave school before the end of the normal school day. Actually, the student is not leaving school; he is simply going to another place to get job training and is under the supervision of the school while there. The fact that school credit is given for the work experience should be evidence enough to most teachers that the occupational training in the trade or industry meets the standards of the school. However, some administrators and teachers cannot become reconciled to the students leaving early. The coordinator will have to work understandably with them.

The coordinator should assist the student-learners in arranging all phases of their school schedule and occupational program. They should be advised to take meaningful courses in order to prepare themselves as a competent and well-rounded worker in our society.

Sample:
Green—Employer
Yellow—Coordinator
Pink—Student-Parent

INDUSTRIAL COOPERATIVE TRAINING PROGRAM

EMPLOYER'S STATEMENT

Date .....

Firm .....

Address ..... Phone .....

Student's Name ..... Age .....

School ..... Phone .....

Job Title ..... Beginning Wage .....

Total Hours of Employment Per Week .....

Immediate Supervisor .....

Beginning Date of Employment .....

The above-named business or industrial firm agrees to carry out the following terms of occupational training for the student and job listed above.

1. Assign work which has instructional value.
2. Assist the coordinator in evaluating the student's progress.
3. Pay the student a salary which would equal that paid any beginning part-time employee.
4. Give the same consideration to the student as to regular employees in relation to safety, health, general working conditions, company regulations and social security.
5. Provide a minimum average of 15 hours of work training and maximum of 28 hours per week.
6. Notify the coordinator immediately if the employer wishes to change aspects of the job or terminate the agreement because of unsatisfactory job performance by the student.

....

Coordinator Employer's Representative and Title

Student Occupational Plan

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Copies:
Green—Employer
Yellow—Coordinator
Pink—Parent-student

STUDENT-PARENT AGREEMENT

FOR: Industrial Cooperative Training Program

HIGH SCHOOL ..... DATE .....

1. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with his employer concerning employment schedule on these occasions when his presence is necessary at school.
2. The student in the Industrial Cooperative Training program is subject to all school regulations.
3. The student will not terminate his training without the approval of the coordinator.
4. The employed student, upon completion of his daily classes, must either report to his job, go home, or remain at school for a supervised activity as directed by the coordinator.
5. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.
6. The student who is temporarily unemployed should upon completion of his daily classes remain at school under the supervision or engage in other activities as directed by the coordinator.
7. The student will conduct himself in a manner that will reflect credit to himself, his school and his employer.
8. No student will work on days absent from school unless advance permission has been given by the coordinator. Violation of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. of his absence.
9. The student who loses his job because of belligerence or misconduct will be dropped from the program and lose credit for the course.
10. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangement must meet the approval of the parent and school administration.

11. It will be the responsibility of the student to submit reports to his coordinator when required.

12. Employment training of the student is the responsibility of the school. The coordinator must approve all jobs and reserve the right to change the student's training if deemed necessary.

13. Employment conditions, including total hours worked by the student, will be regulated by the coordinator and the employer—minimum 15 hours per week and maximum 28. All students under 18 are required to have a work permit.

14. Parents or guardians will assume responsibility for the conduct and safety of the student from the time he leaves school until he reports to his job, and from the time he leaves his job until he arrives at home.

The undersigned have read and agreed with the policies listed.

.....	.....
Student	Parent or Guardian
.....	.....
Coordinator	Principal

CHAPTER 8

TEACHING RELATED MATERIAL

One of the most difficult aspects of the Industrial Cooperative Training program is to secure effective results in teaching related material of the trades or occupations at which the student-learners are working. This does not mean, however, that it cannot be done or that it is not being done. It does mean that the coordinator must be extremely careful and prepare for this important responsibility with considerable thoroughness.

Teaching related material involves two major topics: (1) securing material and (2) teaching it.

Securing Related Material

It is the responsibility of the school to furnish an adequately approved classroom where related material is to be taught and to furnish the material for teaching. Local school boards must show that an adequate budget has been provided for the purchase of necessary related and technical material before the Industrial Cooperative Training program is permitted to be inaugurated.

Obtaining related materials is a task that is difficult and should hold high priority for the coordinator. In some areas there is an abundance of materials and in others there is very little. Securing up-to-date texts in many of the occupations is a big task. It is almost impossible to find directly related materials in some occupational areas. Most states have issued bibliographies listing by trade and occupation the desirable books or other materials that would be suitable for related instruction. Practically all the Southern states have assisted each other in developing bibliographies that are very comprehensive on practically every trade or occupation represented in these states.

These funds, which are provided by the local school authorities, shall not be less than $20.00 per student-learner the first year the program is in operation. Succeeding years $10.00 per student-learner should be provided. This fund is definitely set aside for instructional materials and not for equipment, and should be spent at the discretion of the coordinator, but with the approval of his principal.

The coordinator should be careful in his initial selection of books. So many are available in a number of fields that considerable discrimination must be shown to make the proper selection. As a general rule, select books that are recent. This is

especially true in some mechanical and technical fields where rapid changes are being made each year. The initial purchase of books should show a fairly wide distribution of subjects. Every trade or occupation the Industrial co-op student-learners are engaged in must be represented at least once. The number of books purchased in any one field depends upon the number of student-learners working in that field. Even then, it is best not to secure a number of the same books. Secure books on the same field, but from different authors.

Related Instruction

At least one clock hour per day must be devoted to related instruction. This period is given by the instructor-coordinator and it is his responsibility to see that student-learners study related content that pertains directly to the job on which they are working. The period is conducted as a individualized directly related supervised study period with the coordinator giving such assistance to individual student-learners as he can. Obviously, the coordinator is not thoroughly grounded in all the occupations represented by student-learners in the cooperative training program. He can, however, direct student-learners in their study, assist them in finding the information needed and in interpreting and clarifying material being studied.

Instruction, to be most worthwhile, should follow as soon as possible the job experience of the student-learner. The material should not only relate to the occupation or trade but should, so far as possible, relate to the actual job the student-learner has done the day before, the job he may still be on, or the job he will do after school that day. This is by no means an easy undertaking and the coordinator must stay alert and have his related period well organized for effective results to be secured.

Experience indicates that, although the related instruction period has been conducted satisfactorily in most cases, there is opportunity for improving it. Several important factors must be considered in setting up an effective plan for related study. The job student-learners worked on or will work on that day, getting student-learners to study without waiting for the coordinator to make an assignment, some method of checking student-learners to determine the knowledge they gained by the study and the cataloging of related material are among the more important matters that should be considered.

Types of Related Instruction

There are two types of related instruction which must be given in the related subjects class to insure a successful program of instruction. These are:

1. *Directly related technical information,* which is a part of each occupation, and usually peculiar to that occupation. This generally consists of the *why, how and wherefore,* which all intelligent workers must possess if they wish to succeed and advance in their life's work. *Approximately 50 per cent of the class time* should be devoted to specific related technical instruction. In the main, this type of instruction is the most complicated and difficult part of the entire program.

2. *General related information* is knowledge all persons going to work in all occupations must have if they are to reach any ultimate goal of success. General related information covers such topics as personal grooming, how to apply for a job, elements of leadership, social manners, personality development and the like. This should consume the remaining approximately 50 per cent of the total class time.

Importance of Individual Instruction

The requirements of the various trades and occupations in the Industrial Cooperative Training program are different. Likewise, the student learners will differ considerably both in the rate and extent of learning ability. Furthermore, learning in the final analysis is an individual process and an individual achievement. In view of these factors, it simply is futile to attempt to teach a class of student-learners in a dozen or more occupations at the same time by the group method. To be effective, instruction in Industrial Cooperative Training must be individualized and the responsibility for learning placed squarely upon the student-learner himself.

This means that the coordinator must have in his classroom an adequate supply of well-selected instructional materials on each occupation represented in his program and have them so organized and arranged that it will enable him actually to relate the work of the school with that done by each student-learner on his job. Although a difficult task, this must be done if the program is to fulfill the purpose for which it is designed.

Many excellent instructional materials are available in practically every trade and occupation. Much of this material may

be secured for the asking from the manufacturers and distributors of tools, machines and products. Some of the material may contain much advertising, but the material still can be used to advantage for instructional purposes. In addition to this, the coordinator should secure several good books on each trade in his program. Ordinarily, it will not be necessary to have more than one or two copies of each book. When secured, these materials should be arranged systematically in the coordinator's room, always accessible to his students. To establish an Industrial Cooperative Training program and then not provide ample instructional materials is like investing money in stock to be fattened and then neglecting to feed them.

Both industry and the school, as well as the home, must be concerned with the development of personal-social traits, for those are powerful 'success factors' in both civic and occupational life. It is not enough to have a list of such traits; they must be made 'objects of thought' or 'conscious objectives' from day to day in the classroom and on the job. The coordinator must be ever on the alert to discover and correct any undesirable habits and acquired traits of his students. This calls for skillful and sympathetic counsel.

Daily Class Procedure

It is imperative that each coordinator have a well-outlined method of procedure for his student-learners. A copy of this procedure should be in each student-learner's file for daily reference. A simple daily outline is suggested below:

1. The student-learner secures his active file folder.
2. The student-learner completes any forms assigned daily. (Several forms are suggested in other chapters of this handbook.)
3. He continues work and study on an assignment started previously, or begins work on a new assignment which the coordinator makes for him on the basis of the needs as expressed by the report of work done on the job and the coordinator's contacts with the training agency representatives.
4. When a student-learner completes an assignment, he usually will have written work which must be checked by the coordinator. A very convenient manner in handling this material is to have on the coordinator's desk a double tray

letter basket. One tray will receive the work completed by the student-learners; the other tray will receive work which the coordinator has graded and is ready for return to the student-learner.

Methods of Presenting Related Material

There are many methods of presenting related materials. The coordinator should use the method best suited to put over the problem at hand. Assignments in textbooks, trade journals, handbooks and other sources of information, to be followed by written summaries or oral reports, is an effective method.

1. Assignment Sheets:

   With each schedule of processes there should be prepared and issued a long series of assignment sheets which are based directly on the materials covered in the schedule of processes.

   While the student-learner is working in a particular phase of his occupation, by referring to his schedule of processes he can easily locate the assignment sheets which deal specifically with the work he is learning each day on the job. The coordinator should examine the daily work report of all student-learners, and combining the information secured there with the information obtained during the visits to the training agency, determine the assignments for his students. If specially prepared assignment sheets are not available, the coordinator should make assignment sheets, or other forms of assignments, which will assist the student-learner in his study of the problem or particular plan of his occupation.

   It is important that every student-learner should have a definite assignment each day. Many times, one assignment will require two or three days, or sometimes a week or more, to complete.

2. Outside Speakers:

   At intervals it is an excellent idea for the coordinator, or a committee from the class, to invite well-informed individuals in the community to come to the school and talk to the student-learners on particular subjects which are of interest and value to all. Such topics can be meaningful if the speaker is well informed along with being respected in his field and his community.

3. The Conference Method of Presenting Information:

One of the best methods of presenting information is through the conference method. A topic or case can figuratively be tossed among the student-learners and they discuss it from every angle that comes to their minds. During the process of discussion, the coordinator should list on the chalk board each point that is brought out by the group. When the points are exhausted, the group should study the list on the board, eliminating the irrelevant ideas and consolidating the pertinent. In this manner, the group arrives at a definite conclusion concerning the problem which was discussed.

The above are simply suggested ways of presenting related material. The coordinator should be in command of every tool available for the purpose of teaching and informing the student-learner concerning the job or occupation in which he is training.

Safety Instruction

It is required that safety instruction be given every Industrial Cooperative Student-Learner. Such instruction must be done on the job and as a part of the related study. Coordinators should work out with employers an outline of safety practices in each occupation represented in the program. From this outline, the supervisor of the student-learner on the job can have an organized method of checking on the safety training and the coordinator can correlate the classroom training to the actual practices on the job. Everything possible should be done to make student-learners safety conscious in order that they might avoid injury and become reliable employees.

Plan For General Related Material

It is desirable for the coordinator to decide well in advance what items of general related material he intends for the individual student-learners to complete, and record these on a progress chart. (A notebook-size progress chart is shown at the end of this chapter. A wall-sized progress chart should be used in the classroom. These large progress charts can be secured from your state supervisor.) As each task is completed, it can be so indicated by placing a grade or marking symbol opposite the student-learner's name and under the listing of the task or assignment.

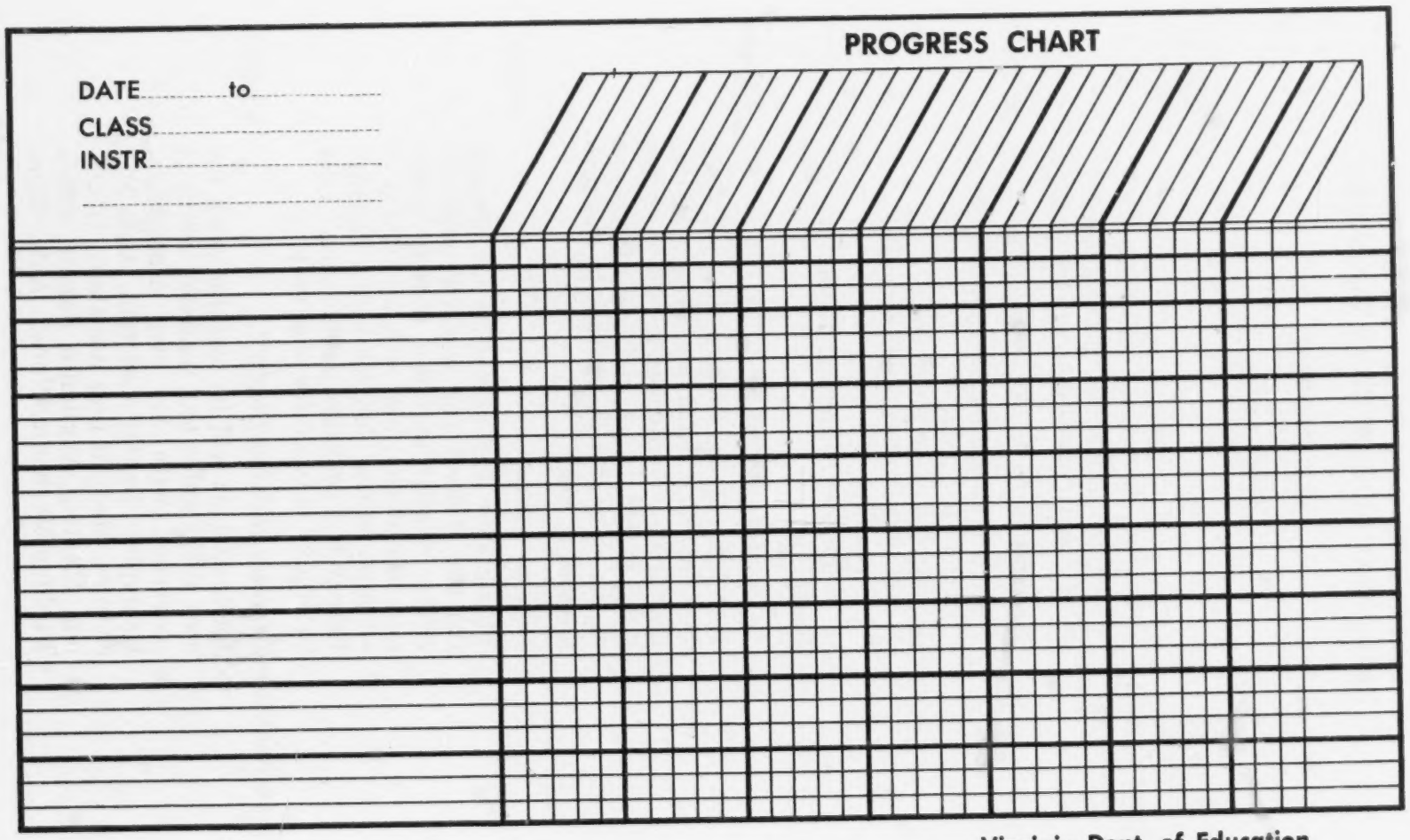
The following is a list of suggested topics which the coordinator can include on the progress chart for study by the co-op class,

individually or as a group. Study of topics such as these constitutes *general related instruction.*

1. Technical vocabulary
2. Safety
3. Employer-employee relations
4. Being on time
5. Value of planning
6. Dependability and honesty
7. Organization chart
8. Business appearances
9. Personality
10. Thrift
11. Trade literature
12. Social security
13. Unemployment compensation
14. How to use the phone
15. How to study
16. Health
17. Social etiquette
18. Checks and receipts
19. Value of order
20. Committee assignments
21. Letter of application
22. Vocabulary testing
23. Spelling (technical as well as general)
24. Reports for paper
25. Oral class reports
26. Consumer economics
27. Comparative economic systems
28. Principles of economics

PROGRESS CHART

DATE..... to.....
CLASS.....
INSTR.....
.....



Virginia Dept. of Education

SUGGESTED COURSE OF STUDY FOR INDUSTRIAL COOPERATIVE TRAINING I

FIRST SEMESTER

Six Week Period	Subject Area	Approximate Time For Each Area
(1st 6 weeks)	*Introduction to the I.C.T. Program* 1. Program policies and objectives 2. VICA (student club organization)	1 week
	Pre-employment Information 1. Labor laws affecting students in the I.C.T. program 2. Sources of employment 3. Job Application and Interview Procedure 4. Employer-Employee Relations 5. Safety	2 weeks
	Personality Development A review of the factors that will help the student learn to get along with his co-workers. Emphasis is placed on the value of teamwork and the importance of the student's occupation in the production process	2 weeks
	How to Study This unit is used as a basis for preparing the student for working with directly related material (study guide and workbook), and will be helpful in all high school subject fields. Science Research Associates publication, "How to Study" is basic for this unit	1 week
(2nd 6 weeks)	*Directly Related Study* Each student will be working with his own study guide and textbook which is concerned with his own occupation. Examples: Dental Assistant, Auto Mechanics, Medical Lab Assistant, Drafting, Electric Appliance Repair, Office Machine Mechanic, Nurses Aide. Dur-	6 weeks

Six Week Period		Approximate Time For Each Area
	ing this time the coordinator checks the progress of each student in his individual study giving help where needed	
(3rd 6 weeks)	*Communications Skills* 1. Public Speaking 2. Research and Essay Writing, Materials to be Presented in Form of Speech	3 weeks
	Directly Related Work	1½ weeks
	Review and First Semester Exams	1 week
	Income Tax Preparation	½ week

SECOND SEMESTER

(4th 6 weeks)	*Economics* 1. The Growth of American Industry 2. Wages and prices in an Industrial economy 3. The role of competition in industry The above units are taught using the "Industry and American Economy Series" published by the National Association of Manufacturers	6 weeks
(5th 6 weeks)	*Directly Related Study*	6 weeks
(6th 6 weeks)	*Money and Banking* This unit is a brief review of the Federal Reserve System using their publication "Keeping Your Money Healthy." It is suggested that use be made of an outside speaker from the banking field and a field trip to a local bank	3 weeks
	Directly Related Study	2 weeks
	Review and Exam	1 week

Suggested Course of Study for Industrial Cooperative Training II

FIRST SEMESTER

(1st 6 weeks)	*Economics* 1. A comparison of three economic systems	6 weeks

Six Week Period		Approximate Time For Each Area
	2. Automation in American Industry 3. Productivity and Production in Industry 4. Capital and economic growth The units above are taught using the National Association of Manufacturers, "Industry and American Economy Series" as a guide	
(2nd 6 weeks)	*Directly Related Study*	6 weeks
(3rd 6 weeks)	*Using Consumer Credit* The purpose of this unit is to make the student aware of the cost of credit, and how to use his credit wisely. This unit will also cover family budgeting	2 weeks
	Research Paper This term paper would involve research in the school library and writing to various firms in the industrial field that the student might choose to construct his paper around	2 weeks
	Directly Related Study	2 weeks
	SECOND SEMESTER	
(4th 6 weeks)	*Industrial Relations* 1. How to analyze your own business 2. Small business in the exanding economy 3. Finding and hiring the right employee 4. Help on industrial relation problems 5. Principles of plant layout and design The topics above will give the I.C.T. student a broad overview of problems facing business and industry today. Each of the topics are covered fully in "Small Business Administration Bulletins," and can be presented by the coordinator or as committee work by groups of students	3 weeks
	Directly Related Study	3 weeks

Six Week Period		Approximate Time For Each Area
(5th 6 weeks)	*Organization Patterns in Business* This unit is a study of the different types of business organization and the advantages and disadvantages of each	1 week
	The Effect of our Changing Technology on The World of Work This unit covers the problem of technological unemployment. The need for retraining of workers and the implications of atomic energy as a power source, and the many new opportunities provided by new types of industry are discussed	1 week
	Personal Development Highlights are presented in this unit from the book, "How to Win Friends and Influence People" by Dale Carnegie	1 week
	Directly Related Study	3 weeks
(6th 6 weeks)	*Directly Related Study*	3 weeks
	Understanding Insurance This unit is designed to give the student understanding of how personal life and health insurance work. The basis for this unit is the Institute of Life Insurance's publication "Policies for Protection"	2 weeks
	Review and Exam	1 week

CHAPTER 9

SUPERVISING STUDENTS ON THE JOB

Immediately after the student-learners begin work, the coordinator is faced with the responsibility of making supervisory visits to the employer to determine the student-learner's progress. There can be no designated time to make these supervisory visits. It might be best to stagger them, not visiting the employer on the same day each week or each month, whichever the case may be. It is possible that the coordinator may visit the same employer several times during the first week or month, in order that initial problems may be straightened out. Also adjustments are not always made by the student-learners in the same length of time, this could cause more frequent visits in some cases. After student-learners become adjusted, it is possible for the coordinator to set up a schedule according to his time and locations of the training stations. The geographical location of the various places of employment could be a definite factor in this case.

It must always be uppermost in the coordinator's mind that the student must be progressing properly on the job in accordance with his course of study, or with a schedule that is set up between the coordinator and the employer. A good time for visiting the employer is at the various points within the training schedule where changes are made from one phase of the job to another. Discussion of the student's progress is very important at this time. The coordinator should definitely know the progress that is being made by his student-learners. Coordination could possibly be called the life blood of the industrial cooperative training program.

The following steps should be of assistance to the coordinator in supervising student-learners on the job.

1. Preliminary steps to carry out the responsibility
   a. Know and understand the rules and regulations set forth by the Office of Education and the State Department of Labor and Industry.
   b. Regulate supervisory visits in accordance with the interest of the school, employer, coordinator and the student-learner.
   c. Determine the general nature of the supervision.
   d. Watch the student at work after proper permission has been granted by the training establishment.

e. Know and establish friendly relationships with members of the training organization.

f. Make use of information secured through the coordination visit.

g. A memorandum should be kept of the points observed while visiting the training station.

2. Detailed steps to carry out the responsibility

a. Construct written forms for recording information gathered through supervision
   (1) Report from training agency
   (2) Form used by coordinator
   (3) Forms for permanent record

b. Make arrangements with school administration for ample time to supervise and coordinate the program.

c. Have a clear understanding with the student-learner of the plan and purpose of the supervision.

d. Plans should be made for job supervision.

e. Employer should understand purpose of coordination visit and why the necessity of such a visit.

f. Supervising the student-learner on the job.
   (1) Advantageous time
   (2) General attitude and manner of supervision
   (3) Minimum time should be spent in order not to delay employer's work or other employees.
   (4) Casual manner should be adopted
   (5) Appointments should be made with proper people for discussion of student-learner
   (6) Coordinator should observe student-learner carefully
   (7) General attitude of the other employees should be noted in regard to student-learner
   (8) Further advancement of student-learner should be encouraged
   (9) Make mental note as to future placements

g. Summarize data after leaving place of employment.

h. Written report should be secured at regular intervals on student-learner's progress.

i. Visits should be recorded on permanent record blanks.

j. Coordination results should be discussed with student-learner as soon as possible after supervisory visits.

k. Adjust course of study from time to time to meet the changes in job activity.

1. Adjustment of related instruction may be necessary from time to time.

3. Special problems that may occur and how they are met and overcome

   a. Be sure that the progression of training agreed upon by the employer is carried out.

   b. Fit student-learner's schedule to suit the needs of the employer.

   c. See that student-learner is under supervision of a qualified person while on the job.

   d. Determine the sincerity of employer in regard to training the student-learner.

   e. See that adequate facilities are being provided. (Rest rooms, safety devices, etc.)

   f. Prevent the exploitation of the student-learner.

One thing is very necessary in the supervisory visits of the coordinator. He should be friendly with other employees in the training establishment. The co-op program should be explained to these people in order to assure the complete understanding as to why a part-time student is on the job. The coordinator should speak to the other employees when he meets them on the street or at any other place. This will enhance the feeling between the so-called "old heads" on the job and the student-learner. The coordinator should always remember that the employer is interested in production, and he should never interfere with employees to the extent that he will hinder their work.

The coordinator should never depend on memory as to what he observed on a visit. A form should be made to record pertinent information as soon as possible. *Never fill out this form in the training agency.* It should be filed for reference at any future date. A suggested form of this type is included in this section.

Common sense and tact should be used by the coordinator at all times in the on-the-job supervision of the student-learners. He should take care to visit the training station when it is convenient to talk to the employer and not at production peak times. Each agency will in all probability have different times when it is advisable for the coordinator to visit, thus he should schedule his visits to suit these times. Too much time taken to talk with the student-learner could create a bad situation between the employer and the coordinator. Care should be taken to avert this type of situation. The employer expects and has a right to

the student-trainee's time in order to keep up production schedules.

The coordinator should always see the employer first on making a visit, if at all possible, and see him again upon leaving. This is a common courtesy and the employer is due it and the coordinator should be tactful enough to be most careful in this respect. Everything possible should be done to create a friendly attitude between employer and other workmen to cement a strong working agreement at all times. Good public relations at all times is very necessary, and the supervisory visits are one of the best opportunities to make these relations good. "Passing on the good word," from one employer to another is one of the best ways to promote a larger and better co-op program for both present and future. In the majority of cases, the employers are glad to cooperate with the school at all times. They feel that it is a part of their civic duty. They are most proud of a successful I.C.T. student.

A full-time coordinator may make part of his visits to the training agencies in the morning when the student-learners are not at work. By using the morning and afternoon method of visitation, the employers may be seen more often, thus creating a stronger feeling of cooperation. When to visit should be left to the coordinator's discretion since he should know his employer's feelings in this matter better than anyone else. Student-learners should be observed on the job, thus it is wise to vary the coordination visits according to the specific needs of the local program.

PERMANENT RECORD OF COORDINATOR'S VISITS

Student's Name ..... Year in Class .....

Employer ..... Occupation .....

Date ..... Report .....

CHECK LIST FOR COORDINATOR

Name of Student ..... Employer .....

Quality of Work ..... General Remarks

Knowledge of Work .....

Initiative .....

Cooperation .....

Attitude .....

Responsibility .....

POINTS OBSERVED BY COORDINATOR VISITING TRAINEE

Training Agency ..... Contact Official .....

Trainee .....

Date ..... Time of Visit .....

Coordinator's Comments:

1. Conditions surrounding the training agency ....
2. Hazardous conditions .....
3. Attitude of workers toward coordinator and trainee .....
4. Specific work of trainee .....

   .....
5. Immediate or current subject matter needed .....
6. Personal appearance of trainee .....
7. Trainee's interest in the work being done .....
8. Employer's apparent interest in trainee and his progress .....

   .....

EMPLOYER'S EVALUATION OF STUDENT TRAINEE
INDUSTRIAL COOPERATIVE TRAINING

STUDENT..... TRAINING AGENCY.....

OCCUPATION..... DATE OF REPORT.....

When evaluating the work experience of the student, please be as objective as possible. This report is not used as a method of just grading the student, but as a guide for the coordinator-student emphasis on weak areas. Your cooperation will insure a better employee for your organization. The student will be allowed to see this report.

PLACE A CHECK MARK IN ONLY ONE BLOCK AND USE THE ONE WHICH BEST DESCRIBES THE STUDENT'S PERFORMANCE IN EACH AREA.

I. JOB SKILLS

QUALITY OF WORK	Poor	Fair	Good	Above Average	Superior
KNOWLEDGE OF WORK	Lacking	Very Little	Moderate	Well Informed	Complete
CARE OF EQUIPMENT AND MATERIALS	Wasteful	Negligent	Sometimes Careless	Good	Excellent
INDUSTRY	Lazy	Needs Urging	Fairly Steady	Constant	Hard Worker
JUDGMENT	Bad	Lacking	Reasonable	Sound	Unusual
NEATNESS & ORDER	Slovenly	Unsatisfactory	Satisfactory	Very Neat	Extra Neat

II. PERSONAL CHARACTERISTICS

INTEREST	Not Interested	Mildly Interested	Quite Interested	Very Interested	Enthusiastic
RELIABILITY	Unreliable	Irregular	Satisfactory	Dependable	Trustworthy
COOPERATION	Rebellious	Antagonistic	Self-Centered	Tolerant	Very Cooperative
MANNER	Unpleasant	Indifferent	Agreeable	Gracious	Winning
CONFIDENCE	Timid	Overconfident	Confident	Self-Reliant	Excellent

I.C.T. COORDINATOR EMPLOYER

TRAINING SUPERVISOR'S COMMENTS:

CHAPTER 10

GRADING AND PROMOTING STUDENT-LEARNERS

It is necessary to secure a grade on the I.C.T. student-learner's progress each grading period. This grade should be based on both the student's job performance and his progress with related instruction given at the school.

The following points should be kept in mind when grading the student-learner:

1. The coordinator should do the grading.
2. All evaluation, promotion and grading pre-supposes that actual training is going on.
3. Evaluation, grading and promotion should take into consideration the work habits, skills, attitudes, and standing in related subject matter of the student-learner.
4. The coordinator and employer should use a check sheet to evaluate the student-learner's skill and progress. When possible, the coordinator should make an appointment with the employer to discuss the employer's rating of the student-learner.
5. So far as possible, the student-learner should be allowed to make progress as rapidly as his skill and ability permits.

The grading period provides an excellent opportunity for the coordinator to have individual conferences with his student-learners. In all cases where the employer has rated the student-learner low, on one or more points, the coordinator should immediately go over the matter with the student-learner and they should agree on steps to be taken to improve these deficient areas. Student-learners who have been rated high by their employers should be commended and conferences can be used to encourage them, to discover their expanding interests and to discuss their future plans.

Academic grades of I.C.T. student-learners should not be ignored. The coordinator should check the grades of all his students in other school subjects. Those who have done well should be commended. Those who fail a subject or whose grades show indifference toward study or application should be called in for a conference. Such students must be impressed with the importance of other school subjects.

The coordinator will do well to discuss grades of I.C.T. students with their other teachers. This is especially true with

those students who have a tendency to make low grades. Teachers of other subjects will appreciate this and will be able to give the coordinator an idea of the attitude, interest and application of the I.C.T. students. By doing this, the coordinator's relationship with his colleagues is improved, the student is helped, and the tone and quality of the program is improved.

The purpose of grading is not to criticize or fail a student-learner. Grades should be used to indicate to the student-learner his lack of progress. They should indicate his weaknesses or the things he fails to understand properly. Conferences should be sympathetic and designed to help him. Do not expect *perfect* grades on the points on which the student-learner is graded; improvement, however, should always be expected. A student-learner who does not improve is not getting much out of the class or his training experience.

The employer's report is made a part of the student-learner's permanent file. Any notes made by the coordinator in discussing matters with the employer, other teachers, or the student-learner should likewise be made a part of the permanent file.

CHAPTER 11

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

Each I.C.T. coordinator is expected to organize and operate a chapter or section of the Vocational Industrial Clubs of America (VICA). This activity is an integral part of the curriculum of the I.C.T. program and provides students with the opportunity to practice leadership development skills, engage in job related contests, and work with others as a member of a team with a common goal.

The I.C.T. student can gain valuable experience from VICA participation such as club officer, committee chairman, specialized committee membership and contest entry. All club members benefit from involvement in functions that include outside speakers from business and industry, field trips and school and community service projects.

For many I.C.T. students VICA means an opportunity to excel for the first time in their lives. The coordinator can realize various advantages through the successful operation of a VICA program.

1. He gains a better understanding and insight of each student in his role as club advisor which in turn is of value to him in his role as teacher-coordinator.
2. The VICA program is an excellent source of public relations to the coordinator in that program activities constitute newsworthy events that are sought after by local news media.
3. Fellow teachers are made aware of the value of the training offered in I.C.T. through their participation in such VICA activities as teacher appreciation day, involvement as judges in contest activities and as guests at VICA functions.
4. Employers of cooperative students develop a better understanding for, and appreciation of, the I.C.T. program through serving as speakers for VICA meetings, contest judges, and guests at employer-employee functions.
5. VICA activities such as chapter professional meetings, cookouts, dances and club socials develop a "espirit de corps" among cooperative students that, in turn, makes them proud of their I.C.T. program.

The secret of a successful program of VICA activities is planning. It is suggested that all I.C.T. coordinators make use of a

yearly calendar of VICA activities and try to accomplish each activity on the calendar. This yearly planning should be made in cooperation with the executive committee of the local VICA chapter and should be as realistic as possible. The following calendar is an example of a planned program of work.

VICA YEARLY PLAN

Month	Date	Activity
September	9	VICA organization meeting; election of officers; assignment of committees.
September	16	Officer's pictures for newspaper.
September	18	Chapter get-acquainted cook-out.
September	23	Deadline for state and national dues.
September	27	Professional meeting; install officers.
October	3	Attend district planning meeting with chapter officers.
October	4	Write news release of district elections and contest program.
October	9	Club breakfast meeting; outside speaker.
October	17	Radio program on VICA, I.C.T.
October	23	Set up VICA-I.C.T. display in school lobby.
October	25	Meet with ways and means committee on fund raising drive (candy sale).
November	2	Send district dues to district chairman; make plans for employer-employee banquet.
November	8	Professional meeting.
November	11-16	Candy sale week.
November	18	VICA Thanksgiving party.
December	10	Employer-Employee Banquet.
December	19	Teachers' Reception and "Buffet."
January	17	Professional meeting.
January	24	District leadership conference.
February	3	Professional meeting.
February	7	VICA assembly program.
February	14	Car wash.

Month	Date	Activity
March	7-14	National VICA Week. 1. Set up display and bulletin boards in school. 2. Field trip to x company. 3. Have mayor sign proclamation. 4. Write news article. 5. VICA radio show. Make final preparations for State Leadership Conference.
April	14-16	State Leadership Conference.
April	17	Write news article of conference.
April	23	Build float for Founder's Day parade.
April	30	Founder's Day parade.
May	4	Professional meeting.
May	16	Chapter picnic
May	24	Elect president, secretary, reporter from members of junior class for coming year.

CHAPTER 12

REPORTS

Among the primary responsibilities of the Industrial Cooperative Training coordinator stands the requirement of reporting promptly and accurately to the Trade and Industrial Education Service, State Department of Education, to his principal and his local Trade and Industrial Education Supervisor.

These reports serve as evidence that the program is operating within the modus operandi set by the state plan.

Since the monthly report is a composite of the records of the coordinator and the daily work report of the trainee, it is necessary that both records be kept current.

These forms are presented in this chapter along with instructions to aid the coordinator in his reporting.

Student-Learner's Daily Work Report

On the following page is the daily work report form on which the student-learner is to report his daily hours and occupational experiences.

Directions for Completing the Form

1. The coordinator produces this form locally.
2. It is suggested that the student be permitted to utilize five minutes of the class period to record his hours and occupational experiences.
3. The occupational experiences for each day should be indicated by placing an x in the appropriate column. (See completed daily work report form.)
4. On Monday morning following a completed week of work, the student should total his hours and compute his total wages for the week.
5. During the first class period following the end of each month, the student-learner should compute his total wages for the month by multiplying his total hours by his hourly rate of pay.
6. The information on this form should be neat and accurate, because it becomes a part of the student-learner's permanent file.

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I.C.T. Coordinator's Monthly Report

The monthly report form is placed in this chapter for reference. This form is to be made out in triplicate. The original copy is to be sent to the Assistant State Supervisor of Trade and Industrial Education Service on or before the tenth day of the month following the month for which the report is made.

The duplicate is for the principal and the triplicate is for the coordinator's file. Where there is a local supervisor of trade and industrial education, he should also receive a copy of each monthly report.

Directions for Completing the Form

1. This form is supplied by the Trade and Industrial Education Service, State Department of Education, Richmond, Virginia 23216.
2. Separate the boys from the girls on this report.
3. List occupations alphabetically.
4. At the top of the form, record the date of your last advisory committee meeting. If you do not have an advisory committee, write the words "no advisory committee."
5. Record the student-learner's name, occupation, place of employment, and the number of official visits to the training stations made by the coordinator during the month.
6. The actual number of hours worked by the student-learners and the total wages earned should be recorded. This information should be taken directly from the student's daily work report.
7. Record the average hourly rate of pay for all the students.
8. Record the enrollment for the year to date of boys and girls.
9. Make certain that each monthly report reflects your last VICA club meeting and your last I.C.T. or VICA publicity. A copy of your publicity should accompany your monthly report. Include name of newspaper and date.
10. The data of all the reports are summarized by the state office and the results are returned to all coordinators.

DAILY WORK REPORT

Doe (Last Name) Joe (First Name) Laboratory Technician (Occupation) Maryview Hospital (Training Station)

Number of School Days 20 Month of September, 1966 Actual Hours 54 @ $ 1.60 = $ 86.40

OCCUPATIONAL EXPERIENCES	Date / Day	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
URINE																													
Reading Specific Gravity		x			x			x		x	x			x			x						x		x	x			
Testing for reaction			x		x					x							x							x			x	x	x
Testing for sugar					x			x						x			x												
Making microscopic exam				x	x					x				x										x	x				
SPITUM																													
Making physical exam		x																						x					
Making microscopic exam				x				x															x	x					
BLOOD																													
Making coagulation																													
Time Test																	x												
Typing for groups of blood				x		x											x												
Determining color volume				x		x																							
	Hours Per Day	3	3	3	3	3		3		3	3			3			3			3			3	3	3	3	3	3	3
TOTALS	Weekly	18 HRS.		$1.00 @		= $18.00			9 HRS.		$1.00 @		= $9.00			6 HRS.		$1.00 @		= $6.00			21 HRS.		$1.00 @		= $21.00		

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Form T. I. No. 8 Revised 7-1-56—5M

Name of Student JONES, George — Place of Training Acme Press

Trade or Occupation Printer-Trainee — Contact Official Mr. Mike Lay

OCCUPATIONAL EXPERIENCES	WORK HOURS 1	2	3	4	5	6	T	G	WORK HOURS 1	2	3	4	5	6	T	G	WORK HOU 1	2	3	4
Clean type	2			½		½	3													
Wash proof press	½	½		½			1½													
Make working layout	1						1													
Set type		2		½			2½													
Arrange paper stock		1½					1½													
Cut leads and slugs			1			½	1½													
Trim slugs			½				½													
Set and run bill head statement			1½				1½													
Set and run menu				2			2													
Staple finished work					1		1													
Inventory stock					1		1													
Oil line casting machine					½		½													
Set and run letterhead						2	2													
Set and run program						1	1													
Set and run advertising						1½	1½													
Operate power saw trimmer						½	½													
Lock up finished forms						½	½													
Deliver finished job						1	1													

Date of Entrance September 8, 1969

on Phone No. 777-6161

			WORK HOURS								WORK HOURS								WORK HOURS							
6	T	G	1	2	3	4	5	6	T	G	1	2	3	4	5	6	T	G	1	2	3	4	5	6	T	G

ICT MONTHLY REPORT

NAME Alex Eaves SCHOOL Troy High School CITY OR COUNTY Troy

REPORT SUMMARY

MONTH October 1971

Total Earnings for Month: $1641.80
Previous Earnings: 1341.20
Earnings to Date: 2983.00
Average Hourly Rate: 1.59
Enrollment:
Boys: 6 Girls: 5 Total 11
No. of School Days this Month: 23

ACTIVITIES REPORT

Date of last Advisory Committee Meeting: Sept. 14
Date of last VICA Meeting: Oct. 12
Date of last ICT or VICA Publicity: Oct. 21
(Enclose copy with this report)
See Attached

Student's Name	Occupation	Place of Employment	No. of Visits	Wages Hr.	Hours Worked	Total Earnings For Month
Layton, Ben	Aircraft Mechanic	Aero-Industry	2	1.50	100	150.00
Gray, Tom	Auto Mechanic	Ace Ford	3	2.00	74	148.00
Raines, James	Baker	Pastry Shop	2	1.60	93	148.80
Smith, John	Draftsman	Mann & Tate	2	1.60	100	160.00
Cone, Robert	Police-Trainee	City of Troy	3	1.40	120	168.00
Able, Ken	Welder	O.K. Industries	2	2.10	90	189.00
GIRLS						
Lockett, Mary	Artist, Commercial	Troy News	3	2.00	114	228.00
Norman, Alice	Cosmetology	Hi-Style Shop	3	1.40	100	140.00
Luffman, Ruth	Cosmetology	The Band Box	2	1.50	60	90.00
Holland, Barbara	Dental Assistant	Dr. Jones	2	1.00	94	94.00
Wells, Linda	X-Ray Assistant	Troy Hospital	3	1.40	90	126.00

This report is due in the state office no later than the 10th of month following the month reported.

Include all hours worked by the ICT student during the month as well as all earnings. List students alphabetically by occupations not name. Keep boys and girls separate.

Place comments and requests on back of report.

Check the space provided if you have communication on back of report. ☐

CHAPTER 13

THE HIGH SCHOOL ADMINISTRATOR'S RESPONSIBILITY

The Importance of the Principal

This manual would be incomplete without a word regarding the function of the high school administrator in the effective organization and administration of the Industrial Cooperative Training program. It cannot be denied that his sympathetic support and active assistance is the matrix of the program's success.

Points of Guidance for the Principal

If the principal permits the Industrial Cooperative Training program to be utilized as a receptacle for any academically disoriented student, he contributes to the possibility of its failure. If he looks upon the co-op program as an extra-curricular activity, or as a class unrelated to the regular school curriculum, he misconstrues its mission. If he does not consider the coordinator's intermittent travel as being an integral part of his responsibilities, he misinterprets the coordinator's status.

It is important that the Industrial Cooperative Training be recognized for what it is; namely, a training program. If it is considered a work program, it loses its identity, and much of its usefulness.

The principal should recognize the Industrial Cooperative Training program as a regular, and potentially prominent part of the school program. He should accept the coordinator as a legitimate member of the school faculty, whose duties, being administrative in nature, take him beyond the confines of the classrom and many other intra-building duties.

He should provide a schedule which allows the coordinator adequate time in the afternoons to attend parent conferences, district meetings, advisory committee meetings, coordination visits, and many other activities germane to the success of the program.

Principal's Importance in Selecting Students

The principal or his designee is in a position to lend invaluable assistance to the coordinator in the screening of students who apply for admission to the cooperative training program. At no time should the principal hinder or discourage students who have maintained a high academic achievement record or enjoy

a culturally advantaged background, from entering the Industrial Cooperative Training program. He should be guided, in his counseling of students into or away from the program, by the career objective, interest, and aptitude of the student.

The principal should leave the final selection of applicants to the professional discretion of the coordinator.

Fitting the Co-op Related Class into the Schedule

The principal may experience some difficulty in tailoring the Industrial Cooperative Training program to his school's class schedule, but he rarely will be unable to master whatever problems he encounters. It is equally true that a student entering the co-op program a week or two after school starts, sometimes presents a problem in the arrangement of his schedule but few have been the cases wherein the situation has not been ably handled by the principal.

The ease with which the schools schedule can be fitted to the needs of the co-op student can be facilitated, if the principal and coordinator work closely together in selecting and placing all students prior to the end of the second week of school.

List of Items with which the Principal Can be Helpful

From the foregoing, it is evident that the principal does play a vital role with regard to the Industrial Cooperative Training program in his school, and he should feel a deep obligation for the distinct services it renders and aid the program in as many ways as possible, among which are the following:

1. Make schedule to accommodate the Industrial Cooperative Training program related classes.
2. Recognize the Industrial Cooperative Training program as a regular and necessary class in the high school curriculum.
3. Schedule all co-op students in the Industrial Cooperative Training program related class the same period according to I.C.T. I and II classification separately. The administrator should make certain that unemployed students are rescheduled into a regular day's curriculum.
4. Recognize the coordinator as a regular member of the faculty.
5. Cooperate with the coordinator in the selection of prospective students and in making the school records available to him.

6. Make provision for assembly programs which can be put on by co-op classes.
7. Visit the co-op classroom and find out what the students are doing and how they go about their classwork.
8. Facilitate the procurement of related instructional materials.
9. Know what the coordinator is doing. Offer assistance in making out and following a workable schedule.
10. Evaluate periodically the effectiveness of the program through study of reports and principal-coordinator conferences.
11. Support the VICA program as an integral part of the student's education.

CHAPTER 14

PROGRAM EVALUATION

The success of any program can be determined only in terms of to what extent that program has met its goals and objectives. The underlying or basic objective of the Industrial Cooperative Training program is to train young men and women for employment in trade, industrial or health occupations areas upon high school graduation.

The Evaluative Criteria for Industrial Cooperative Training concerns itself with all of the factors involved in attaining the program's basic objective. The instrument is designed to serve as a supplement to the Evaluative Criteria for Trade and Industrial Education and as a guide for program improvement on a yearly basis.

Evaluation is an important part of every program and should be of major concern to each I.C.T. coordinator. The program must be flexible enough to meet the demands of the changing industrial technology within the community it serves. Constant evaluation is the only method that will insure constructive change within the I.C.T. program.

EVALUATIVE CRITERIA

FOR

INDUSTRIAL COOPERATIVE TRAINING

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PURPOSE

The purpose of this evaluative criteria for Industrial Cooperative Training programs is to foster the growth and improvement of the program. Only by a constant appraisal by the coordinator of what his program is doing in terms of goals, objectives and purposes can Industrial Cooperative Training accomplish that for which it was designed. The statements to be evaluated in terms of your own operation were formulated with the policies of the Trade and Industrial Education Service and effective operation of the Industrial Cooperative Training Program in mind.

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INSTRUCTIONS

Evaluations represent the best judgment of those making the evaluations after all evidence has been considered. The coordinator should make the first evaluation and then have other members of the school staff appraise the results. Use the rating scale defined below:

5. Excellent—provision or condition is made extensively and functioning excellent.

4. Very Good—provision or condition is extensive and functioning well.

3. Good—provision or condition is moderately extensive and functioning well.

2. Fair—provision or condition is moderately extensive and functioning poorly.

1. Poor—provision or condition is limited in extent and functioning poorly.

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SECTION I. STUDENT SELECTION AND PLACEMENT

Evaluation

_____ 1. Students are selected on the basis of their occupational interest in trade and industrial education career areas.

_____ 2. Students enter the program at the beginning of the junior year on a two-year basis.

_____ 3. Each student is interviewed by the coordinator before entering the I.C.T. program.

_____ 4. Interviews with prospective employers are arranged for each student prior to entry into the program.

_____ 5. Arrangements are made with guidance staff to reschedule any student not employed as of the end of the second week of school.

_____ 6. A written agreement exists for each student signed by the employer, student, parent and school official that covers acceptance of program regulations.

_____ 7. All students receive a wage comparable to other workers with similar experience.

_____ 8. Every student under the age of 18 has a Virginia work permit.

_____ 9. Federal and state labor laws are adhered to. (Minimum wage, hazardous occupations, child labor)

_____ 10. Placements are made according to the interest and aptitude of the student.

_____ 11. All students receive at least 15 hours of on-the-job training per week. The major portion of such employment is during the normal school day.

Comments (if any) relative to items on Section I.

SECTION II. COORDINATION ACTIVITIES

Evaluation

_____ 1. Each student has one definite supervisor in his work situation who is responsible for his on-the-job training.

_____ 2. One evaluation conference is held with the supervisor of each student during a grading period for the purpose of discussing and recording progress. (Personal contact, not by mail.)

_____ 3. The coordinator has a written training plan for each student designed in cooperation with the employer or training supervisor.

_____ 4. Two coordination visits per student are made each month.

_____ 5. Employers are well aware of the philosophy and operational policies of the I.C.T. program.

_____ 6. Employers cooperate with the coordinator in altering students' work schedules when this action is necessary.

Comments (if any) relative to items on Section II.

SECTION III. INSTRUCTIONAL ACTIVITIES

Evaluation

_____ 1. Each student is supplied with a textbook which covers his own occupational training area.

_____ 2. Directly related assignments are given to each student according to his current phase of on-the-job training.

_____ 3. Each student is involved with directly related assignments for at least 90 class periods each school year.

_____ 4. All students maintain a daily record of progress including both related instruction covered and on-the-job experiences.

_____ 5. Class size is such that each student can receive the individual attention of the coordinator while engaged in directly related study.

_____ 6. Up-to-date trade journals and magazines are available for use as reference materials by the students.

_____ 7. Directly related course content for each student is developed through individual job analysis.

_____ 8. Directly related instruction is adjusted to the need and rate of learning of each individual student.

_____ 9. A written course of study exists for general related subject matter.

_____ 10. The coordinator utilizes community resources in the instructional program.

_____ 11. A variety of teaching techniques are used by the coordinator.

_____ 12. The coordinator uses youth organization activities (VICA) to enhance the instructional program.

_____ 13. Adequate materials for general related study are available to the students.

_____ 14. Safety instruction is an integral part of the general related curriculum.

_____ 15. The course of study was developed cooperatively with an Industrial Cooperative Training advisory committee.

Comments (if any) relative to items on Section III.

SECTION IV. PHYSICAL FACILITY AND EQUIPMENT

Evaluation

_____ 1. Classroom conforms to recommended size. (900 square feet minimum)

_____ 2. Proper heating and ventilation is provided.

_____ 3. Efficient lighting is provided.

_____ 4. Ample tack boards, chalk boards and display areas have been provided.

_____ 5. Secure storage facilities for directly related materials are provided.

_____ 6. There are sufficient work stations to provide for the recommended class size. (18 students maximum)

_____ 7. Consumable supplies are adequate to meet course objectives and can be obtained when needed.

_____ 8. Adequate audio-visual equipment is provided.

_____ 9. Office space is provided for the coordinator.

_____ 10. Telephone is provided for coordinator.

_____ 11. Adequate files are provided for use by co-ordinator.

_____ 12. A typewriter is provided for the coordinator.

Comments (if any) relative to items on Section IV.

SECTION V. PROGRAM ADMINISTRATION

Evaluation

_____ 1. Complete and up-to-date personnel folders are available for each student.

_____ 2. A continuing community survey is evidenced through the existence of up-to-date survey cards.

_____ 3. Follow-up records are maintained for students previously enrolled in the program.

_____ 4. Monthly reports are submitted to principal, vocational director or superintendent, and State T & I office on dates due and a copy maintained in files.

_____ 5. A current resource file of directly and general related materials is maintained.

_____ 6. A budget for the replacement of old, and acquisition of new, directly related materials exists which allows at least $10.00 per student.

_____ 7. A cooperative working agreement exists between the I.C.T. program and Division of Apprenticeship Training.

_____ 8. The I.C.T. Coordinator works in harmony with other cooperative programs in order to strengthen the total vocational area within the school.

_____ 9. School and community are kept informed of the program's progress through a sound public relations plan.

Comments (if any) relative to items on Section V.

SECTION VI. COORDINATOR'S PROFESSIONAL QUALIFICATIONS

Evaluation

_____ 1. The coordinator currently meets state requirements for qualification and certification.

_____ 2. The coordinator participates in in-service training programs and exhibits a professional attitude toward the need for continuous improvement.

_____ 3. The coordinator has exhibited continued professional growth through supporting his professional organizations.

_____ 4. The coordinator maintains a cooperative relationship with students, staff, labor and industry and with community organizations.

_____ 5. The coordinator is appropriately dressed for the instruction given and is properly groomed at all times while in contact with students, staff, administrators and community organizations.

_____ 6. The coordinator participates in trade and industrial summer conference activities.

_____ 7. The coordinator is interested and active in community affairs.

Comments (if any) relative to items in Section VI.

SUMMARY OF PROGRAM EVALUATION

SECTION		EVALUATION AVERAGE
I	Student Selection and Placement	
II	Coordination Activities	
III	Instructional Activities	
IV	Physical Facility and Equipment	
V	Program Administration	
VI	Coordinator's Professional Qualifications	
	TOTAL OF ALL SECTIONS	
	AVERAGE EVALUATION ALL SECTIONS DIVIDED BY SIX	